

GRADUATE BULLETIN
1989-1991



Appalachian
STATE UNIVERSITY

ACADEMIC CALENDAR FOR 1989-90, 1990-1991

Fall Semester, 1989

August 19	Residence halls open for freshmen
August 20	Residence halls open for upperclasses
August 21	Registration/faculty meetings
August 22	Advance drop/add
August 23	First day of classes
August 29	Last day to add a class
September 4	Labor Day holiday
September 27	Last day to drop a class
Oct. 12	
Oct. 15	Fall break
Nov. 23,	
Nov. 26	Thanksgiving holidays
December 12	Last day of classes
December 13	Reading day
Dec. 14-16,	
Dec. 18-19	Final examinations

Spring Semester, 1990

January 10	Residence halls open
January 11	Registration/faculty meetings
January 12	Advance drop/add
January 15	Martin Luther King holiday
January 16	First day of classes
January 22	Last day to add a class
February 19	Last day to drop a class
March 3,	
March 11	Spring break
April 13,	
April 16	Easter holidays
May 9	Last day of classes
May 10	Reading day
May 11-12, 14-16	Final examinations
May 20	Commencement

Fall Semester, 1990

August 18	Residence halls open for freshmen
August 19	Residence halls open for upperclasses
August 20	Registration/faculty meetings
August 21	Advance drop/add
August 22	First day of classes
August 28	Last day to add a class
September 3	Labor Day holiday
September 26	Last day to drop a class
Oct. 4,	
Oct. 7	Fall break
Nov. 22,	
Nov. 25	Thanksgiving holidays
December 11	Last day of classes
December 12	Reading day
Dec. 13-15,	
17-18	Final examinations

Spring Semester, 1991

January 9	Residence halls open
January 10	Registration/faculty meetings
January 11	Advance drop/add
January 14	First day of classes
January 18	Last day to add a class
January 21	Martin Luther King holiday
February 18	Last day to drop a class
March 2,	
March 10	Spring break
March 29,	
April 1	Easter holidays
May 8	Last day of classes
May 9	Reading day
May 10-11, 13-15	Final examinations
May 19	Commencement

University Information Center (704) 262-2179



Graduate Bulletin (USPS 028-220)

**Announcements for
1989-90, 90-91
Vol. LXXXV**

Published biennially by Appalachian State University. Entered as second class matter at the Post Office at Boone, North Carolina, under the Act of Congress, August 24, 1912. Postage has been paid at Boone, North Carolina. Address corrections to the Office of Academic Affairs, Appalachian State University, Boone, North Carolina, 28608.

Appalachian State University is committed to equality of educational opportunity and does not discriminate against applicants, students or employees based on race, color, national origin, religion, sex, age or handicap. Moreover, Appalachian State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

14,000 copies of this publication were printed at a cost of \$17,311.50, or \$1.23 per copy.

Table of Contents

The Register.....	4
The Graduate Faculty.....	9
The Cratis D. Williams Graduate School.....	23
The University.....	26
The Division of Continuing Education.....	33
Admissions.....	35
Expenses and Financial Aid.....	38
Degree Requirements.....	43
Academic Regulations.....	49
The College of Arts and Science.....	55
Anthropology; Appalachian Studies, Biology; Chemistry; English; Foreign Languages and Literatures; Geography and Planning; Geology; Gerontology; History; Mathematical Sciences; Philosophy and Religion; Physics and Astronomy; Political Science and Criminal Justice; Psychology; Social Science; Sociology and Social Work	
The College of Business.....	57
Accounting; Decision Sciences; Economics; Finance, Insurance and Real Estate; Management; Marketing	
The College of Education.....	58
Curriculum and Instruction; Human Development and Psychological Counseling; Language, Reading, and Exceptionalities; Leadership and Higher Education; Library Science and Educational Foundations	
The College of Fine and Applied Arts.....	60
Art; Communication Arts; Health Education, Physical Education and Leisure Studies; Home Economics; Department of Technology; Military Science	
School of Music.....	61
Programs and Course Descriptions	
Accounting.....	62
Anthropology.....	65
Appalachian Studies.....	66
Art.....	68
Biology.....	73
Business Administration.....	77
Chemistry.....	79
Curriculum and Instruction.....	81
Decision Sciences.....	93
Economics.....	95
English.....	97
Finance, Insurance, and Real Estate.....	101
Foreign Languages and Literatures.....	103
Geography and Planning.....	106
Geology.....	109

Gerontology	110
Health Education, Physical Education, and Leisure Studies	112
History	119
Human Development and Psychological Counseling	122
Language, Reading, and Exceptionalities	132
Leadership and Higher Education	144
Library Science and Educational Foundations	154
Management	161
Marketing	163
Mathematical Sciences	164
Music	168
Philosophy and Religion	171
Physics and Astronomy	172
Political Science and Criminal Justice	174
Psychology	179
Social Science	186
Sociology and Social Work	188
Technology	191

The Register

The University of North Carolina Sixteen Constituent Institutions

C.D. SPANGLER, Jr., B.S., M.B.A., D.H.L., LL.D.—President
RAYMOND H. DAWSON, B.A., M.A., Ph.D.—Vice President-Academic Affairs
ROY CARROLL, B.A., M.A., Ph.D.—Vice President-Planning
NATHAN F. SIMMS, Jr., B.S., M.S., Ph.D.—Vice President-Student Services and
Special Programs
L. FELIX JOYNER, A.B.—Vice President-Finance
JASPER D. MEMORY, B.S., Ph.D.—Vice President-Research and Public Service
WYNDHAM ROBERTSON, A.B.—Vice President-Communications
JAY M. ROBINSON, B.S., M.A., Ed.D.—Vice President-Public Affairs
DAVID G. MARTIN, B.A., LL.B.—Secretary of the University
RICHARD H. ROBINSON, Jr., A.B., LL.B.—Assistant to the President
JOHN W. DUNLOP, B.A.—Director, The University of North Carolina Center
for Public Television

Board of Governors

The University of North Carolina

Robert L. Jones, Chairman Post Office Box 19067 Raleigh, NC 27619 (919) 828-6260	Mrs. Geneva J. Bowe Post Office Box 293 Murfreesboro, NC 27855 (919) 398-4861
Samuel H. Poole, Vice Chairman 3706-008 Chimney Ridge Place Durham, NC 27713 (919) 856-4401 (202) 224-3154	Philip G. Carson Post Office Box 2714 Asheville, NC 28802 (704) 252-7381
Asa T. Spaulding, Jr., Secretary Post Office Box 3390 Durham, NC 27702 (919) 489-2746	Wayne A. Corpening Post Office Box 2511 Winston-Salem, NC 27102 (919) 727-2058
Roderick D. Adams Post Office Box 2855 West Durham Station Durham, NC 27705 (800) 422-6502	J. Earl Danieley Post Office Box 245 Elon College, NC 27244 (919) 584-2462
Irwin Belk 9200 Winged Bourne Charlotte, NC 28210 (704) 372-8900	Walter R. Davis Post Office Box 50156 Midland, TX 79701 (915) 682-9418

William A. Dees, Jr.*
Post Office Drawer 8
Goldsboro, NC 27530
(919) 735-8311

Charles D. Evans
Post Office Box 909
Nags Head, NC 27959
(919) 473-2171

Charles Z. Flack, Jr.
Post Office Drawer 470
Forest City, NC 28043
(704) 245-0126

Mrs. Joan S. Fox
123 Pine Cone Drive
Oxford, NC 27565
(919) 693-6166

John A. Garwood
406 Mark Lane
North Wilkesboro, NC 28659
(919) 667-9284

R. Phillip Haire
Post Office Box 248
Sylva, NC 28779
(704) 586-3131

James E. Holshouser, Jr.
130 Long Leaf Road
Southern Pines, NC 28387
(919) 295-4250

Dr. Joy J. Johnson
Post Office Box 455
Fairmont, NC 28340
(919) 628-6842

William A. Johnson*
Post Office Box 69
Lillington, NC 27546
(919) 893-5107

John R. Jordan, Jr.
Post Office Box 2021
Raleigh, NC 27602
(919) 828-2501

Mrs. Betty R. McCain
1134 Woodland Dirve
Wilson, NC 27893
(919) 243-4248

Reginald F. McCoy
Post Office Box 666
Laurinburg, NC 28352
(919) 276-0861

Mrs. Martha F. McNair
1215 Tartan Court
Winston-Salem, NC 27106
(919) 748-1933

Mrs. Julia T. Morton
Post Office Box 128
Linville, NC 28646
(704) 733-2355

D. Samuel Neill
222 3rd Avenue West
Hendersonville, NC 28739
(704) 693-1739

W. Travis Porter
Post Office Box 13646
Research Triangle Park, NC 27709
(919) 361-4900

J. Aaron Prevost
114 Grimboll Drive
Hazelwood, NC 28738
(704) 452-5861

Louis T. Randolph
219 Bonner Street
Washington, NC 27889
(919) 946-8000 or -1725

Maceo A. Sloan
2100 Otis Street
Durham, NC 27707
(919) 682-6000

Joseph E. Thomas
Post Office Box 337
Vanceboro, NC 28586
(919) 353-7000

Gus H. Tulloss
1518 Lafayette Avenue
Rocky Mount, NC 27801
(919) 977-3633

David J. Whichard, II
Post Office Box 1967
Greenville, NC 27834
(919) 752-6166

William K. Woltz
Post Office Box 1027
Mount Airy, NC 27030
(919) 786-6171

Ms. Ruth Dial Woods
Post Office Box 1328
Lumberton, NC 28359
(919) 739-9717

*Member Emeritus

1988-89 Board of Trustees

- Mr. Richard N. Davis, Chairman.....Winston-Salem, North Carolina
Ms. Mary Kay Ollis, Vice Chairman.....Laurinburg, North Carolina
Mrs. Allene Stevens, Secretary.....Lenoir, North Carolina
Mr. James G. Babb, Jr.....Charlotte, North Carolina
Mr. Thomas E. Chandler.....Burlington, North Carolina
Mr. Kevin Corbin.....Franklin, North Carolina
Mrs. Mariam Cannon Hayes.....Concord, North Carolina
Mr. Seby B. Jones.....Raleigh, North Carolina
Mr. Hurshell H. Keener.....Hickory, North Carolina
Dr. Kenneth N. May.....Wilkesboro, North Carolina
Dr. Fred C. Miller.....Boone, North Carolina
Mr. Kenneth Wilcox.....Boone, North Carolina
President of the Student Government Association
Chairperson of the Faculty Senate
President of the Alumni Association

Honorary Members

- Mr. F.P. Bodenheimer, Jr.....Raleigh, North Carolina
Mr. B. Irvin Boyle.....Charlotte, North Carolina
Dr. Hugh Daniel.....Waynesville, North Carolina
Mr. John P. Frank.....Mt. Airy, North Carolina
Mr. Lester P. Martin, Jr.....Mocksville, North Carolina
Mr. Dwight W. Quinn.....Kannapolis, North Carolina
Mrs. Jean Rivers.....Boone, North Carolina

Administrative Officers

- John E. Thomas, B.S.E.E., J.D., M.S., D.B.A., Chancellor
Harvey R. Durham, B.S., M.A., Ph.D., Provost and Vice Chancellor for Academic Affairs
Ned R. Trivette, B.S., M.S., Vice Chancellor for Business Affairs
Dave McIntire, B.A., M.A., Ed.D., Vice Chancellor for Student Development
Robert E. Snead, B.S., M.A., Vice Chancellor for Development and Public Affairs

Office of the Chancellor

Mr. Dayton Cole.....	University Attorney
Mr. Jim Garner.....	Athletic Director
Dr. Richard Howe.....	University Equal Opportunity Officer
Mr. Larry T. Nance.....	Director of Personnel Services

Academic Affairs

Mr. Richard Barker.....	University Librarian
Dr. Deanna Bowman.....	Director of Academic Computing Services
Dr. Barry Buxton.....	Director of the Appalachian Consortium
Dr. J. William Byrd.....	Dean of the College of Arts and Sciences
Dr. Paul Combs.....	Dean of the College of Business
Dr. Steven Dyche.....	Director of the Math and Science Education Center
Mr. Ernest Jones.....	Director of the Office of Computer and Management Services
Dr. Charles Kreszock.....	Director of the Faculty Development and Instructional Services Center
Dr. Joyce Lawrence.....	Dean of Graduate Studies and Research
Mr. Noyes Long.....	Acting Dean of the College of Fine and Applied Arts
Mr. Bill McCloud.....	Acting Dean of the School of Music
Mr. Brooks McLeod.....	Registrar
Dr. Clinton Parker.....	Associate Vice Chancellor and Director of Summer Sessions
Dr. Richard Parrott.....	Director of the Division of Continuing Education
Dr. Judith Pulley.....	Associate Vice Chancellor and Coordinator, University Planning
Dr. Bobby Sharp.....	Director of Institutional Research
Dr. Edwin Southern.....	Director of Records Management and University Archivist
Dr. Ben F. Strickland.....	Dean of the College of Education
Mr. Joseph Watts.....	Director of Admissions
Dr. O.K. Webb, Jr.....	Dean of the General College

Business Affairs

Mr. Lynn E. Holaday.....	Associate Vice Chancellor for Fiscal Operations
Mr. William Winkler.....	Asst. Vice Chancellor for Physical Operations
Mr. Carroll Brookshire.....	Director of Audits and Systems
Mr. Ted S. Hagaman.....	Director of Administrative Support Services
Mr. Bob Baker.....	Controller
Mrs. Lynda Slate.....	Director of Auxiliary Services
Mr. Roy A. Tugman.....	Director of Public Safety and Security

Development and Public Affairs

Ms. Susan Berndt.....	Director of Annual Fund
Mr. Wayne Clawson.....	Director of Gift Planning
Ms. Gay Clyburn.....	Director of Public Relations
Ms. Verdola Cook.....	ASU Foundation
Mr. Tom Lawson.....	Director of Campaign
Mr. Sam Howie.....	Director of Printing and Publications
Ms. Barbara Poovey.....	Director of Alumni Affairs
Mr. Fred Robinette.....	Development Officer, College of Business
Mr. Mark Dreibelbis.....	Director of Yosef Programs
Mr. Speed Hallman.....	Director of News Bureau

Student Development

Dr. Evan Ashby.....	Director of Health Services
Dr. James Avant.....	Director of Campus Recreation and Intramurals
Dr. David Ball.....	Director of Career Planning and Employment
Mrs. Barbara Daye.....	Associate Vice Chancellor for Student Development
Dr. William Derrick.....	Assistant Director of Health Services
Mr. Dino DiBernardi.....	Associate Director of Student Development
Mr. Bob L. Dunnigan.....	Director of Residence Life
Mr. Bob Feid.....	Director of Administrative Operations
Mr. Steve Gabriel.....	Director of Student Financial Aid
Mr. Richard L. Geis.....	Associate Director of Residence Life
Dr. Jon Hageseth.....	Assistant Director of Counseling Center
Dr. Sheldon Hanft.....	Director of Cultural Programs
Ms. Jean Hord.....	Assistant Director of Student Programs
Ms. Deb Jones.....	Assistant Director of Administrative Operations
Mr. Lee H. McCaskey.....	Director of Student Development
Ms. Vicki Osteen.....	Assistant Director of Residence Life
Mrs. Lynn Patterson.....	Assistant Director of Financial Aid
Mr. Dave Robertson.....	Director of Student Programs
Dr. Don Sanz.....	Director of Counseling and Psychological Services Center
Ms. Linda Smith.....	Assistant Director of Career Planning and Employment
Mr. Wes Weaver.....	Assistant Director of Student Financial Aid

GRADUATE COUNCIL MEMBERSHIP 1988-89

Chairperson: Dean Joyce V. Lawrence

Ex-Officio and Voting Members

Dean William Byrd	Dr. Stephen Simon, Chairperson
Dean Paul Combs	Graduate Faculty (August, 1989)
Acting Dean Noyes Long	Dr. Edwin Arnold, UNC Graduate Council
Acting Dean Bill McCloud	Representative (July 1, 1989)
Dr. Clinton Parker	Dr. Barry Elledge, UNC Graduate Council
Dr. Richard Parrott	Representative (July 1, 1991)
Dean Gregory Reck	Mr. Brooks McLeod, Registrar
Dean Ben Strickland	

College of Arts and Sciences

		Term
Dr. Mary Connell	Biology	August, 1990
Dr. Edwin Arnold	English	August, 1991
Dr. Edelma Huntley	English	August, 1992

College of Business

Dr. Barry Elledge (To be appointed)	Economics	August, 1990
Dr. Unal Boya	Marketing	August, 1992

College of Education

Dr. Glenda Hubbard	Human Development and Psychological Counseling	August, 1990
Dr. Mike Marlowe	Language, Reading and Exceptionalities	August, 1991
Dr. Leonard Bliss	Educational Foundations & Library Science	August, 1992

College of Fine and Applied Arts

Dr. Harold O'Bryant	Health Education, Physical Education and Leisure Studies	August, 1990
Dr. Brenda Wey	Department of Technology	August, 1991
Dr. Ming Land	Department of Technology	August, 1992

School of Music

Dr. Elmer White	Music	August, 1990
-----------------	-------	--------------

Graduate Student Association Senator

Graduate Faculty

ACCOUNTING

Members

Eugene F. Butts, Professor Ed.D., University of Northern Colorado	Thomas L. Kirkpatrick, Associate Professor Ph.D., North Texas State University
Albert L. Craven, Professor Ph.D., University of Alabama	Raymond L. Larson, Acting Chairperson and Professor Ph.D., University of Oregon
James F. Jones, Professor M.A., East Carolina University	

Alvaro Martinelli, Professor
Ph.D., North Texas State University

Kenneth E. Peacock, Associate Professor
Ph.D., Louisiana State University

William B. Pollard, Associate Professor
Ph.D., University of South Carolina
Associate Member

Randal K. Edwards, Assistant Professor
Ph.D., University of Tennessee-Knoxville

Carl J. Selph, Professor
D.B.A., Florida State University

Rebecca Kaenzig, Assistant Professor
Ph.D., University of South Carolina

ANTHROPOLOGY

Members

Harvard G. Ayers, Professor
Ph.D., Catholic University of America

Patricia D. Beaver, Chairperson and Professor
Ph.D., Duke University

Brian C. Bennett, Professor
Ph.D., Southern Illinois University

Cheryl Classen, Assistant Professor
Ph.D., Harvard University

Susan E. Keefe, Professor
Ph.D., University of California, Santa Barbara

Gregory G. Reck, Professor
Ph.D., Catholic University of America

APPALACHIAN STUDIES

Member

David Sutton, Acting Director/Professor
Ph.D., Indiana University

ART

Members

Harold W. Carrin, Professor
Ed.D., Arizona State University

Warren C. Dennis, Professor
M.F.A., University of Mississippi

Sherry Edwards, Professor
M.F.A., Ohio University

Judy L. Humphrey, Professor
M.F.A., University of Georgia

Noyes Capehart Long, Professor
M.A., University of Missouri

William G. Phifer, Associate Professor
M.F.A., Ohio University

Margaret Ruth Polson, Professor
Ph.D., University of North Carolina at Chapel Hill

Marianne Stevens Suggs, Chairperson and Professor
Ph.D., University of Maryland

Associate Members

Mary A. Arnold, Assistant Professor
Ed.D., University of Illinois

Joan Durden, Assistant Professor
M.F.A., Old Dominion University

Ed Midgett, Assistant Professor
M.F.A., East Carolina University

Eric Purves, Assistant Professor
Ph.D., University of Missouri-Columbia

Marilyn Crafton Smith, Associate Professor
M.A., New York University

Barbara Yale-Read, Assistant Professor
M.F.A., East Tennessee State

BIOLOGY

Members

John J. Bond, Professor
Ph.D., North Carolina State University

Jeffrey A. Butts, Chairperson and Professor
Ph.D., Bowling Green State University

Mary U. Connell, Professor
Ph.D., Kent State University

William C. Dewel, Professor
Ph.D., University of Houston

Sandra J. Glover, Professor
Ph.D., University of Georgia

Edgar D. Greene, Jr., Professor
Ph.D., Florida State University

Richard N. Henson, Professor
Ph.D., Texas A & M University

Marie L. Hicks, Professor
Ph.D., University of Tennessee at Knoxville

Francis Montaldi, Professor
Ed.D., University of Georgia

Howard S. Neufeld, Assistant Professor
Ph.D., University of Georgia

Associate Members

Ruth A. Dewel, Adjunct Professor
Ph.D., University of Houston

Steven E. Dyche, Adjunct Professor
Ed.D., University of Montana

Bonnie G. Gordon, Adjunct Professor
Ph.D., Emory University

John Frank Randall, Professor
Ph.D., University of South Carolina

Kent Robinson, Professor
Ph.D., Ohio State University

Matthew Rowe, Assistant Professor
Ph.D., University of California at Davis

Mathius J. Sedivec, Associate Professor
Ph.D., University of North Carolina at Chapel Hill

Julian K. Shull, Professor
Ph.D., Florida State University

Robert W. Van Devender, Professor
Ph.D., University of Michigan

Dru A. Henson, Assistant Professor
Ph.D., Wake Forest University

Kelly P. Steele, Assistant Professor
Ph.D., University of California at
Santa Barbara

Gary L. Walker, Assistant Professor
Ph.D., University of Tennessee at Knoxville

CHEMISTRY

Members

James W. Buchanan, Professor
Ph.D., University of Florida

Claudia P. Cartaya-Marin, Assistant Professor
Ph.D., Brandeis University

George B. Miles, Professor
Ph.D., University of Tennessee at Knoxville

Donald P. Olander, Professor
Ph.D., University of Nebraska

Thomas C. Rhyne, Professor
Ph.D., Virginia Polytechnic Institute and
State University

Donald W. Sink, Professor
Ph.D., University of South Carolina

Robert W. Soeder, Professor
Ph.D., University of Delaware

Stephen D. Williams, Assistant Professor
Ph.D., Washington State University

Associate Members

Lawrence E. Brown, Chairperson and Professor
Ph.D., Pennsylvania State University

Grant N. Holder, Assistant Professor
Ph.D., Georgia Institute of Technology

COMMUNICATION ARTS

Members

Susan S. Cole, Professor
Ph.D., University of Oregon

C. Howard Dorgan, Professor
Ph.D., Louisiana State University

Frank C. Mohler, II, Associate Professor
Ph.D., The Ohio State University

Charles Ellington Porterfield, Chairperson
and Professor
Ph.D., Louisiana State University

CURRICULUM AND INSTRUCTION

Members

Thomas R. Allen, Jr., Professor
Ed.D., University of Georgia

William E. Blanton, Professor
Ed.D., University of Georgia

Ben Gess Bosworth, Jr., Professor
Ed.D., University of Virginia

David Considine, Assistant Professor
Ph.D., University of Wisconsin-Madison

Sidney W. Eckert, Professor
Ph.D., University of Minnesota

Jeffrey O. Fletcher, Associate Professor
Ed.D., Auburn University

Connie Green, Assistant Professor
Ph.D., University of Florida

Robert S. Jones, Professor
Ph.D., University of South Carolina

Joseph Pat Knight, Professor
Ed.D., University of Northern Colorado

Joyce V. Lawrence, Professor
Ed.D., University of Florida

Associate Member

Arthur Cross, Associate Professor
Ph.D., University of North Carolina at Chapel Hill

Claire Mamola, Professor
Ed.D., University of North Carolina

Charles K. McEwin, Jr., Chairperson and Professor
Ed.D., North Texas State University

Robert B. McFarland, Professor
M.A., Appalachian State University

Joseph R. Murphy, Associate Professor
M.A., University of Texas at Austin

John A. Pritchett, Jr., Professor
M.A., George Peabody College for Teachers

Una Mae Lange Reck, Associate Professor
Ed.D., University of North Carolina at Greensboro

Richard L. Stahl, Professor
Ph.D., Florida State University

Julia A. Thomason, Professor
Ph.D., George Peabody College for Teachers

Larry W. Woodrow, Professor
Ed.D., University of North Carolina at Chapel Hill

DECISION SCIENCES

Members

Kathy Fitzpatrick, Chairperson and Associate Professor
Ph.D., Clemson University

Associate Members

Gerald J. Tillman, Assistant Professor
Ph.D., University of Georgia

Melvin Roy, Professor
Ph.D., University of Northern Colorado

ECONOMICS

Members

Elbert V. Bowden, Professor
Ph.D., Duke University

John Paul Combs, Professor
Ph.D., North Carolina State University

Jean-Pierre Courbois, Professor
Ph.D., American University

Associate Members

Garey C. Durden, Professor
Ph.D., Florida State University

Barry W. Elledge, Professor
Ph.D., North Carolina State University

Patricia Ellen Gaynor, Professor
Ph.D., University of Miami

Stephen W. Millsaps, Professor
Ph.D., North Carolina State University

Larry V. Ellis, Chairperson and Associate Professor
Ph.D., University of Missouri (Columbia)

Rickey C. Kirkpatrick, Associate Professor
Ph.D., Tulane University

Larry McRae, Associate Professor
Ph.D., University of North Carolina-CH

Timothy J. Perri, Associate Professor
Ph.D., Ohio State University

ENGLISH

Members

Edwin T. Arnold, III, Professor
Ph.D., University of South Carolina

Melissa E. Barth, Associate Professor
Ph.D., Purdue University

Zohara M. Boyd, Associate Professor
Ph.D., University of Massachusetts

A. Ronald Coulthard, Professor
Ph.D., Florida State University

Mary M. Dunlap, Professor
Ph.D., University of South Carolina

Georg M. A. Gaston, Professor
Ph.D., Auburn University

Robert G. Higbie, Professor
Ph.D., Indiana University

Maynard J. Higby, Professor
Ph.D., University of South Carolina

Lloyd Hilton, Chairperson and Professor
Ph.D., University of Texas

Daniel F. Hurley, Associate Professor
Ph.D., Louisiana State University

Leon H. Lewis, Professor
Ph.D., State University of New York

Susan H. Logan, Professor
Ph.D., Florida State University

Robert Lysiak, Associate Professor
Ph.D., Ohio Univeristy

Emory V. Maiden, Jr., Professor
Ph.D., University of Virginia

Thomas A. McGowan, Professor
Ph.D., University of Virginia

Thomas M. McLaughlin, Professor
Ph.D., Temple University

Mary R. Moore, Professor
Ed.D., Indiana Univeristy

Richard H. Rupp, Professor
Ph.D., Indiana University

Roger J. Stilling, Professor
Ph.D., Trinity College (Dublin)

Wilbur H. Ward, III, Professor
Ph.D., University of Tennessee at Knoxville

Hubertien H. Williams, Professor
Ph.D., Bowling Green State University

Jerry W. Williamson, Professor
Ph.D., University of Utah

Associate Members

William Brewer, Assistant Professor
Ph.D., University of Virginia

Edelma de Leon Huntley, Associate Professor
Ph.D., University of Southwestern Louisianan

William Lightfoot, Associate Professor
Ph.D., Indiana University

Susan Staub, Assistant Professor
Ph.D., University of North Carolina

William C. Wolff, Associate Professor
Ed.D., Rutgers University

FINANCE, INSURANCE, AND REAL ESTATE

Members

Robert L. Cherry, Jr., Associate Professor
JD/MBA, Wake Forest University School of Law

Harry M. Davis, Chairperson and Professor
Ph.D., University of Georgia

John P. Geary, Associate Professor
Ph.D., George Peabody College for Teachers

Linda L. Johnson, Associate Professor
Ph.D., University of Georgia

Ray G. Jones, Jr., Professor
D.B.A., Mississippi State University

Michael Schellenger, Assistant Professor
D.B.A., University of Arkansas

Associate Members

Richard A. Followill, Assistant Professor
Ph.D., University of Alabama

FOREIGN LANGUAGES AND LITERATURES

Members

Ramon Diaz-Solis, Professor
Ph.D., University of Barcelona

Ulrich R. Froehlich, Associate Professor
Ph.D., State University of New York at Albany

Peggy J. Hartley, Professor
Ph.D., University of South Carolina

Josette C. Hollenbeck, Professor
Ph.D., University of Washington

Hector R. Romero, Chairperson and Professor
Ph.D., State University of Illinois at Urbana

Judith R. Rothschild, Professor
Ph.D., The John Hopkins University

Associate Member

Effie J. Boldridge, Associate Professor
Ph.D., University of Missouri

Maksoud Feghali, Assistant Professor
Ph.D., Wayne State University

GEOGRAPHY & PLANNING

Members

Ole Gade, Professor
Ph.D., Michigan State University

William Imperatore, Professor
Ed.D., University of Georgia

Neal G. Lineback, Chairperson and Professor
Ph.D., University of Tennessee

H. Daniel Stillwell, Professor
Ph.D., Michigan State University

Roger A. Winsor, Associate Professor
Ph.D., University of Illinois

Associate Member

Michael W. Mayfield, Assistant Professor
Ph.D., University of Tennessee

GEOLOGY

Members

John E. Callahan, Professor
Ph.D., Queens University

F. Kenneth McKinney, Professor
Ph.D., University of North Carolina at
Chapel Hill

Loren A. Raymond, Professor
Ph.D., University of California

Fred Webb, Jr., Chairperson, Professor
Ph.D., Virginia Polytechnic Institute and
State University

HEALTH EDUCATION, PHYSICAL EDUCATION, AND LEISURE STUDIES

Members

Judy Carlson, Professor
Ed.D., University of North Carolina at
Greensboro

Vaughn Christian, Chairperson and Professor
Ed.D., Louisiana State University

Judith A. Clarke, Professor
Ph.D., University of Iowa

Lawrence E. Horine, Professor
Ed.D., University of Colorado

Charles E. McDaniel, Professor
Ph.D., Michigan State University

Harold S. O'Bryant, Associate Professor
Ph.D., Louisiana State University

Peter Reichle, Associate Professor
D.P.H., University of North Carolina at
Chapel Hill

Michael Stone, Associate Professor
Ph.D., Florida State University

Edward T. Turner, Professor
Ph.D., University of Maryland

Associate Members

Paul Gaskill, Assistant Professor
Ed.D., University of North Carolina at
Greensboro

Robert L. Johnson, Associate Professor
Ph.D., Louisiana State University

Joan Askew Vail, Professor
Ed.D., University of North Carolina at Greensboro

Wayne Williams, Assistant Professor
Ph.D., Texas A & M University

HISTORY

Members

George P. Antone, Chairperson and Professor
Ph.D., Vanderbilt University

Charles B. Blackburn, Associate Professor
Ph.D., Ball State University

Hugh L. Bond, Professor
Ph.D., Duke University

Rennie W. Brantz, Associate Professor
Ph.D., Ohio State University

Roy Carroll, Professor
Ph.D., Vanderbilt University

Sheldon Hanft, Professor
Ph.D., New York University

Richard H. Haunton, Professor
Ph.D., Emory University

James W. Jackson, Associate Professor
Ph.D., University of Miami

Thomas K. Keefe, Associate Professor
Ph.D., University of California at Santa Barbara

Winston L. Kinsey, Associate Professor
Ph.D., Texas Technical University

Ruby J. Lanier, Professor
Ed.D., Duke University

Michael J. Moore, Professor
Ph.D., University of Washington

Peter Petschauer, Professor
Ph.D., New York University

Judith P. Pulley, Professor
Ph.D., University of Virginia

Raymond Pulley, Professor
Ph.D., University of Virginia

Stephen Simon, Associate Professor
Ph.D., Loyola University of Chicago

Michael G. Wade, Associate Professor
Ph.D., University of Southwestern Louisiana

Allen Wells, Associate Professor
Ph.D., State University of New York

James A. Winders, Associate Professor
Ph.D., Duke University

Associate Members

Silvia P. Forgas, Associate Professor
Ph.D., University of Illinois at Urbana

Dorothea A. L. Martin, Assistant Professor
Ph.D., University of Hawaii

Timothy H. Silver, Assistant Professor
Ph.D., College of William and Mary

David L. White, Associate Professor
Ph.D., University of Virginia

HOME ECONOMICS

Members

Charlotte L. McCall, Professor
Ed.D., Pennsylvania State University

Associate Members

Sammie G. Garner, Chairperson and
Associate Professor
Ph.D., University of Tennessee at Knoxville

Jane S. Harb, Associate Professor
Ed.D., Virginia Polytechnic Institute and
State University

HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING

Members

Sally S. Atkins, Associate Professor
Ed.D., University of North Carolina at
Greensboro

Fred T. Badders, Professor
Ph.D., Florida State University

Leroy G. Baruth, Chairperson and Professor
Ed.D., University of Arizona

James Albert Greene, Professor
MSSW, University of Tennessee at Knoxville

J. Edward Harrill, Professor
Ph.D., University of North Carolina at
Chapel Hill

Glenda T. Hubbard, Professor
Ph.D., University of Miami

David D. McIntire, Professor
Ed.D., West Virginia University

John Mulgrew, Professor
Ph.D., Florida State University

Harry G. Padgett, Professor
Ed.D., University of Georgia

R. Terry Sack, Professor
Ph.D., Purdue University

Associate Members

Pamela O. Paisley, Assistant Professor
Ed.D., North Carolina State University

Les Stege, Associate Professor
Ph.D., Southern Illinois University

INTERDISCIPLINARY STUDIES

William C. Griffin, Assistant Professor
Ph.D., University of Alabama

Leighton R. Scott, Associate Professor
Ph.D., Cambridge University

Margaret H. McFadden, Associate Professor
Ph.D., Emory University

LANGUAGE, READING AND EXCEPTIONALITIES

Members

Linda P. Blanton, Professor
Ed.D., Indiana University

Thomas Winston Childress, Professor
Ph.D., Florida State University

Richard Culatta, Professor
Ph.D., University of Pittsburgh

Eris Dedmond, Professor
Ph.D., Florida State University

Marjorie F. Farris, Professor
Ed.D., University of Georgia

Edward C. Hutchinson, Professor
Ph.D., Ohio State University

R. Jane Lieberman, Associate Professor
Ph.D., University of Florida

Mike Marlowe, Chairperson and Professor
Ph.D., University of Florida

Millard M. Meador, Professor
Ph.D., Wayne State University

Gary B. Moorman, Associate Professor
Ph.D., Arizona State University

Alice P. Naylor, Professor
Ph.D., University of Toledo

John Michael Ortiz, Professor
Ph.D., University of North Carolina at Chapel Hill

Gerald L. Parker, Professor
Ed.D., University of Georgia

Scott W. Snyder, Adjunct/Associate Professor
Ph.D., Purdue University

Thomas William Swem, Professor
Ed.D., University of New Mexico

Max S. Thompson, Associate Professor
Ed.D., University of Virginia

James R. Tompkins, Professor
Ph.D., Catholic University

Associate Members

Teresa C. Bennett, Senior Coordinator,
Training and Technical Assistant
Ph.D., University of Florida

Jerry Davis, Associate Professor
Ph.D., University of Arkansas

Jean W. Gowen, Associate Director
Ph.D., University of North Carolina at
Chapel Hill

Timothy Harris, Adjunct Associate Professor
Ph.D., University of Kansas

Jo Whitten May, Associate Professor
Ph.D., University of North Carolina at Greensboro

Patricia S. Miller, Associate Professor
Ed.D., Virginia Tech

Tom Pace, Associate Professor
Ed.D., University of Alabama

Dorothea Natalie Rau, Associate Professor
Ph.D., University of Illinois at
Champaign, Urbana

LEADERSHIP AND HIGHER EDUCATION**Members**

Gerald M. Bolick, Professor
Ed.D., Duke University

Hunter R. Boylan, Associate Professor
Ph.D., Bowling Green State University

Willard Fox, Professor
Ph.D., Wayne State University

Ralph G. Hall, Professor
Ed.D., University of Tennessee at Knoxville
J.D., Wake Forest University

James Braxton Harris, Chairperson and
Professor
Ed.D., Indiana University

Richard D. Howe, Professor
Ph.D., University of California at
Los Angeles

James W. Jackson, Professor
Ph.D., University of Miami

Kenneth D. Jenkins, Professor
Ed.D., University of Miami

Paul Kussrow, Professor
Ph.D., The University of Michigan

Mayrelee Newman, Professor
Ph.D., University of Texas at Austin

Benjamin F. Strickland, Professor
Ed.D., University of North Carolina at Chapel Hill

Associate Member

Harold E. Wilson, Professor
Ph.D., Ohio State University

LIBRARY SCIENCE AND EDUCATIONAL FOUNDATIONS**Members**

Leonard B. Bliss, Professor
Ph.D., Syracuse University

O. Mell Busbin, Professor
Ph.D., Florida State University

William Thomas Jamison, Chairperson and
Professor
Ph.D., University of North Carolina at
Chapel Hill

David N. Mielke, Professor
Ed.D., University of Tennessee at Knoxville

John H. Tashner, Professor
Ed.D., University of Virginia

Associate Members

Michael Dale, Assistant Professor
Ph.D., University of Wisconsin-Madison

George A. Maycock, Associate Professor
Ed.D., Texas Tech University

MANAGEMENT

Members

Robert D. Goddard, III, Associate Professor
Ph.D., University of South Carolina

George E. Lyne, Jr., Associate Professor
Ph.D., University of North Carolina at
Chapel Hill

Shah Mahmoud, Professor
Ph.D., Columbia University

John A. Reeder, Associate Professor
Ph.D., S.U.N.Y. at Buffalo

William P. Sineath, III, Assistant Professor
Ph.D., University of South Carolina

John E. Thomas, Professor
D.B.A., Florida State University

Dan L. Worrell, Chairperson and Professor
Ph.D., Louisiana State University

Associate Members

Paul D. Geyer, Assistant Professor
Ph.D., North Carolina State University

Alden Peterson, Associate Professor
D.B.A., Kent State University

MARKETING

Members

Unal O. Boya, Associate Professor
Ph.D., University of North Carolina at
Chapel Hill

Stephen W. Clopton, Associate Professor
Ph.D., University of North Carolina at
Chapel Hill

Michael J. Dotson, Assistant Professor
D.B.A., Mississippi State University

A. Fuat Firat, Associate Professor
Ph.D., Northwestern University

Ronald H. King, Chairperson and Professor
Ph.D., University of Alabama

Wesley E. Patton, III, Professor
D.B.A., University of Colorado

MATHEMATICAL SCIENCES

Members

William C. Bauldry, Assistant Professor
Ph.D., The Ohio State University

Rudy L. Curd, Professor
Ph.D., University of Kentucky

Harvey Durham, Professor
Ph.D., University of Georgia

Ronald J. Ensey, Professor
Ph.D., New Mexico State University

Ted W. Goodman, Professor
Ph.D., Virginia Polytechnic Institute and
State University

Ray L. Graham, Professor
Ph.D., New Mexico State University

Larry J. Kitchens, Professor
Ph.D., University of Arizona

Witold A. J. Kosmala, Associate Professor
Ph.D., University of South Florida

Ernest P. Lane, Professor
Ph.D., Purdue University

Arnold McEntire, Professor
M.A., Appalachian State University

Howard W. Paul, Chairperson and Professor
Ph.D., Ohio State University

Lynn M. Perry, Professor
Ph.D., North Carolina State University

Robert L. Richardson, Professor
Ph.D., University of Florida

James R. Smith, Professor
Ph.D., University of South Carolina

John F. Williams, Professor
Ed.D., Columbia University

Associate Members

Theresa Early, Professor
Ph.D., Florida State University

Mark Harris, Professor
Ph.D., University of Massachusetts at Amherst

Gary K. Kader, Associate Professor
Ph.D., University of Georgia

Anita N. Kitchens, Professor
Ed.D., University of North Carolina at Greensboro

Betty Long, Assistant Professor
Ed.D., University of Tennessee

MUSIC**Members**

Nicholas Erneston, Professor
Ph.D., Florida State University

William A. Gora, Professor
D.M.A., University of Miami

William G. Harbinson, Assistant Professor
Ph.D., Florida State University

Allen Kindt, Professor
D.M.A., University of Michigan

Joseph C. Logan, Professor
Ph.D., Florida State University

B. G. McCloud, Acting Dean and Professor
M.M.E., Marshall University

W. Jack Newton, Professor
Ed.D., North Texas State University

Clinton Parker, Professor
Ph.D., University of Miami

Phillip M. Paul, Professor
Ed.D., University of Georgia

Julia A. Pedigo, Assistant Professor
A.M.D., The University of Michigan

Rodney Reynerson, Associate Professor
D.M., Indiana University

H. Max Smith, Professor
S.M.D., Union Theological Seminary

Elmer R. White, Jr., Professor
Ed.D., Teachers College of Columbia University

Associate Member

Joan Lynn White, Professor
Ed.D., University of North Carolina at Greensboro

PHILOSOPHY/RELIGION**Members**

Mary Ann Carroll, Professor
Ph.D., University of North Carolina at
Chapel Hill

Charles T. Davis, III, Professor
Ph.D., Emory University

Alan J. Hauser, Chairperson and Professor
Ph.D., University of Iowa

William M. Hutchins, Professor
Ph.D., University of Chicago

O'Hyun Park, Professor
Ph.D., Temple University

Associate Member

Conrad Ostwalt, Jr., Assistant Professor
Ph.D., Duke University

Raymond S. Ruble, Professor
Ph.D., University of Wisconsin

James W. Stines, Professor
Ph.D., Duke University

Frans Van Der Bogert, Professor
Ph.D., Cornell University

O. K. Webb, Jr., Professor
Ph.D., Duke University

PHYSICS AND ASTRONOMY

Members

J. William Byrd, Professor
Ph.D., Pennsylvania State University

Daniel B. Caton, Assistant Professor
Ph.D., University of Florida

Judson S. Clements, Assistant Professor
Ph.D., Florida State University

Walter C. Connolly, Professor
Ph.D., The Catholic University of American

J. Gordon Lindsay, Jr., Professor
Ph.D., Virginia Polytechnic Institute and
State University

Karl Mamola, Chairperson and Professor
Ph.D., Dartmouth College

Robert C. Nicklin, Professor
Ph.D., Iowa State University

Joseph T. Pollock, Assistant Professor
Ph.D., University of Florida

Associate Members

Heidar Ali Kashkooli, Assistant Professor
Ph.D., University of Maine

Thomas L. Rokoske, Professor
Ph.D., Auburn University

POLITICAL SCIENCE/CRIMINAL JUSTICE

Members

Edward M. Allen, Jr., Professor
Ph.D., University of Tennessee at
Knoxville

Jawad I. Barghothi, Professor
Ph.D., Southern Illinois University

Charles B. Fields, Assistant Professor
Ph.D., Sam Houston State University

Daniel B. German, Professor
Ph.D., Georgetown University

Dennis O. Grady, Assistant Professor
Ph.D., Emory University

Richter H. Moore, Jr., Professor
Ph.D., University of Kentucky

Roland F. Moy, Professor
Ph.D., Ohio State University

David Sutton, Professor
Ph.D., Indiana University

Joel Thompson, Chairperson and Professor
Ph.D., University of Kentucky

Matt W. Williamson, Professor
Ph.D., University of Virginia

Associate Members

Michael E. Donahue, Assistant Professor
Ph.D., Michigan State University

Robert O'Block, Associate Professor
Ph.D., Kansas State University

PSYCHOLOGY

Members

Verne R. Bacharach, Chairperson and Professor
Ph.D., University of Kansas

Hall P. Beck, Assistant Professor
Ph.D., University of North Carolina at
Greensboro

Willard L. Brigner, Professor
Ph.D., Duke University

Donald L. Clark, Professor
Ed.D., University of Florida

Joyce G. Crouch, Professor
Ed.D., University of Tennessee at
Knoxville

James R. Deni, Professor
Ed.D., Baylor University

Max Dowell, Professor
Ed.D., University of Tennessee at
Knoxville

J. Daniel Duke, Professor
Ph.D., University of North Carolina at
Chapel Hill

Paul A. Fox, Professor
Ph.D., Southern Illinois University

Jon A. Hageseth, Associate Professor
Ph.D., Ohio State University

Eric Hatch, Professor
Ed.D., The Pennsylvania State University

Basil G. Johnson, Jr., Professor
Ed.D., Oklahoma State University

William H. Knight, Professor
Ph.D., Michigan State University

Richard H. Levin, Professor
Ph.D., University of Florida

James D. Long, Professor
Ed.D., University of Tennessee at Knoxville

Susan D. Moss, Professor
Ph.D., University of Miami

William T. Moss, Professor
Ph.D., University of Georgia

Mary L. Powell, Professor
Ph.D., University of North Carolina at Chapel Hill

Henry G. Schneider, Professor
Ph.D., West Virginia University

Arthur M. Skibbe, Professor
Ph.D., Emory University

Frank R. Terrant, Jr., Associate Professor
Ph.D., Ohio University

George R. Wesley, Professor
Ph.D., University of Denver

Fred A. Wilson, Professor
Ed.D., University of Tennessee at Knoxville

Associate Members

Mark S. Diorio, Adjunct Assistant Professor
Ph.D., University of Alabama

Carl J. Dunst, Adjunct Associate Professor
Ph.D., George Peabody College-Vanderbilt
University

William R. McCuller, Adjunct Assistant Professor
Ph.D., George Peabody College-Vanderbilt
University

Linda G. Pierce, Assistant Professor
Ph.D., Texas Tech University

Dennis H. Reid, Adjunct Associate Professor
Ph.D., Florida State University

Polly Trnavsky, Associate Professor
Ph.D., Georgia State University

Madalyn E. Tyson, Adjunct Assistant Professor
Ph.D., University of Massachusetts

Joan Walls, Professor
Ph.D., University of North Carolina at Chapel Hill

SOCIAL SCIENCE

Members

Ole Gade, Director and Professor
Ph.D., Michigan State University

SOCIOLOGY AND SOCIAL WORK

Members

Alfred M. Denton, Jr., Professor
Ph.D., University of North Carolina at
Chapel Hill

Carol J. Gross, Assistant Professor
Ph.D., Indiana State University

P. Albert Hughes, Professor
Ph.D., Mississippi State University

Larry G. Keeter, Professor
Ph.D., Boston University

Ann L. Page, Professor
Ph.D., University of Tennessee at Knoxville

G. Michael Wise, Professor
Ph.D., North Carolina State University

Associate Members

Allie Funk, Professor
Ph.D., Emory University

Stephen F. Hall, Professor
Ph.D., Southern Illinois University

Katherine M. Logan, Assistant Professor
Ph.D., State University of New York at Buffalo

Fred Milano, Professor
Ph.D., Pennsylvania State University

Nancy K. Neale, Professor
D.S.W., University of Utah

Janice G. Riennerth, Professor
Ph.D., Southern Illinois University

Margaret F. Sawyer, Acting Chairperson
and Professor
Ph.D., North Carolina State University

John Turner, Associate Professor
Ph.D., Virginia Commonwealth University

TECHNOLOGY

Members

Robert A. Banzhaf, Professor
Ed.D., North Carolina State University

J. Mark Estep, Associate Professor
Ph.D., University of Missouri-Columbia

William David Graham, Professor
Ed.D., Indiana University

Ming H. Land, Chairperson and Professor
Ed.D., Utah State University

Alfred V. Rapp, Professor
Ed.D., University of Northern Colorado

Brenda Wey, Associate Professor
Ed.D., University of Northern Colorado

Associate Member

Dennis M. Scanlin, Assistant Professor
Ed.D., West Virginia University

The Cratis D. Williams Graduate School

Joyce V. Lawrence, Dean of Graduate Studies and Research

Henry G. Schneider, Assistant Dean for Graduate Studies

Gregory G. Reck, Assistant Dean for Research and Grants

Graduate study at Appalachian includes encouraging academic inquiry, providing opportunities and facilities for advanced study and research, developing or extending academic or professional specializations, and preparing master teachers, supervisors, and administrators. Accordingly, the Cratis D. Williams Graduate School offers programs leading to the Master of Arts degree with educational certification for teachers, the Master of Arts and Master of Science degrees in many academic areas, Master of Business Administration, Master of Library Science, Master of Music, Master of Public Administration, Educational Specialists' degree, and the Certificate of Advanced Study. Classes are offered during both semesters of the academic year and the summer session. Students may also attend courses scheduled for late afternoons, evenings, and Saturdays, or participate in field-based programs.

The Graduate School provides general supervision of all graduate work carried out in the departments, schools, and colleges of the University. It consists of a graduate faculty represented by the Dean, who is the administrative officer, and the Graduate Council. The Dean reports to the Provost and Vice-Chancellor for Academic Affairs and is responsible for research and graduate studies. The Graduate Council formulates and recommends policies and standards for the Graduate School, approves all teaching personnel for graduate courses, and appraises and recommends new graduate degree programs and changes in existing programs.

Purpose

The specific purpose of the Graduate School is to seek to promote and encourage the intellectual and professional development of graduate students and faculty. Within the framework of higher education established by the State of North Carolina, the Graduate School accomplishes this purpose through the promotion and administration of quality programs of graduate education and through the support and facilitation of research and grant activities for the university community. The activities which support this purpose include the evaluation and approval of applicants for graduate study, the review of the qualifications of candidates for graduate degrees, the review of graduate curricula and programs, the review of graduate faculty credentials, and the administration of the assistantship/fellowship/scholarship programs. The Graduate School serves as a major advocate for research by assisting faculty in the acquisition of external funding, by providing internal support for research and scholarship, and by insuring a visible profile for university research and grant activities.

Accreditation

Appalachian State University is fully accredited by the Southern Association of Colleges and Schools. In addition to this comprehensive accreditation, other special accreditation by appropriate agencies includes:

- The American Assembly of Collegiate Schools of Business (undergraduate and graduate)
- The American Chemical Society (undergraduate)
- The American Home Economics Association (undergraduate)
- The Association of University Programs in Health Administration
- The Computer Sciences Accreditation Board, Inc.
- The Council on Rehabilitation Education (graduate)
- The Council for the Accreditation of Counseling and Related Education Programs
- The National Association of Schools of Music
- The National Athletic Training Association
- The National Council for Accreditation of Teacher Education
- The North Carolina Department of Public Instruction

The University is a member of appropriate state and national associations and organizations to which its professional programs are related. These include:

- The American Association of Colleges for Teacher Education
- The American Association of University Women
- The American Council on Education
- The Association of Collegiate Schools of Planning

The Association for Gerontology in Higher Education
The Association for Library and Information Sciences Education
The Association of Teacher Educators
The Conference of Southern Graduate Schools
The Council of Colleges of Arts and Sciences
The Council of Graduate Programs in Communication Sciences and Disorders
The Council of Graduate Schools
The Highlands Biological Foundation
The National Association of Business Teacher Education
The National Business Education Association
The National Collegiate Honors Council
The National Community Education Association
The National Council on Rehabilitation Education
The National Film and Video Association
The National Middle School Association
The National Organization on Legal Problems of Education
The North Carolina Association of Colleges and Universities
The North Carolina Association of Colleges for Teacher Education
The North Carolina Association of Community Educators
The North Carolina League of Middle Schools
Professional and Organizational Development
South Atlantic States Association for Asian and African Studies
The Teacher Education Council of State Colleges and Universities

Corporate History

The University of North Carolina is comprised of all the public institutions of higher education in North Carolina that confer degrees at the baccalaureate level or higher. The University was authorized by the State Constitution in 1776, and it was chartered in 1789 by the General Assembly.

The University of North Carolina opened its doors to students at Chapel Hill in 1795. Thereafter, beginning in the latter part of the nineteenth century, the General Assembly of North Carolina has established and supported fifteen other public institutions in keeping with Article IX, Section 8, of the Constitution of North Carolina which provides that the "General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise."

By 1969, The University of North Carolina included six constituent institutions, governed by a single Board of Trustees. This multi-campus University had its beginnings in legislation enacted in 1931 that defined The University of North Carolina to include The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and The University of North Carolina at Greensboro. In the 1960's three additional campuses were added: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

Beginning in 1877, the General Assembly of North Carolina established or acquired ten additional separately governed state-supported institutions of higher education. They are: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. Then, in 1971, the General Assembly redefined The University of North Carolina, and under the terms of that legislation all sixteen public senior institutions became constituent institutions of the University of North Carolina.

The constitutionally-authorized Board of Trustees of the six-campus University of North Carolina was designated the Board of Governors and this body is by law The University of North Carolina. The Board of Governors consists of thirty-two members elected by General Assembly, and it is charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." The chief executive officer of The University is the President. Each constituent institution of The University has its own faculty and student body. The chief administrative officer of each institution is the chancellor, and the chancellors

are responsible to the President. Each constituent institution also has a board of trustees composed of thirteen members: eight elected by the Board of Governors, four appointed by the Governor, and the elected president of the student body ex officio. (The School of the Arts has two additional ex officio trustees.) The principal powers of these institutional boards are exercised under a delegation of authority from the Board of Governors.

Research Facilities

Faculty research, grant activity, and publication costs are supported through the Cratis D. Williams Graduate School. The Office of Research and Grants in the Graduate School provides assistance to faculty and graduate students in identifying both public and private sources of external funding and in the preparation of grant proposals. The Illinois Research Information System (IRIS), housed in the Office of Research and Grants, is an on-line computerized file containing descriptions of over 3,000 funding opportunities from federal agencies, private and corporate foundations, and other non-profit organizations which can aid faculty and students in identifying potential funding support for research, program development, travel, teaching, and advanced study. In addition, the Office of Research and Grants offers assistance at all stages of the process from proposal development to production of the final document. All submission requirements, including acquiring proper administrative approvals, making all necessary copies for submission, and mailing of proposals, are the responsibility of the Office of Research and Grants.

The Graduate School, with recommendations from the University Research Committee, administers funds which provide modest grants to faculty for research equipment and supplies, publication and travel costs, and manuscript preparation. Research assistance is provided through the allocation of Graduate Research Assistants to departments during the academic year and to individual faculty for research projects in the summer. Access to library facilities on the Chapel Hill campus is provided by scheduled van service for faculty and graduate students. Information regarding the research activities of Appalachian faculty and students is disseminated through the *Research News* which is published twice each year by the Graduate School.

Research facilities maintained by Appalachian include the Carol Grotnes Belk Library and the Office of Computer and Management Services. The W. L. Eury Appalachian Regional collection provides research as well as instructional support to faculty and students. The Office of Computer and Management Services assists faculty and students in computing and in statistical treatment of data. The Faculty Development Fund, administered through the Faculty Development and Instructional Services Center, provides funds for faculty study and professional development. The Office of Grants Accounting assists faculty with the financial administration of grants and contracts.

The College of Arts and Sciences maintains specialized research facilities which include the Appalachian State University Map Library, the Center of Appalachian Studies, the Dark Sky Observatory, the Meteorological Reporting Station, and the Regional Bureau of Government. The Bureau of Economics and Business Research in the Walker College of Business assists faculty and students in research efforts, and the College of Fine and Applied Arts has research facilities in the Human Performance Laboratory, the Perceptual Motor Training Laboratory and the Music Electronic Laboratory. The College of Education provides research facilities and support through the Statistics/Testing/Research Laboratory, the Educational computer Laboratory, the Teacher Education Student Data Bank, the Speech and Hearing Clinic, the Reading Education Curriculum Laboratory, the Center for Learning Evaluation and Research, the Early Childhood Learning Center, and the Western Carolina Research Center. In addition, Appalachian allocates faculty time and financial resources to support the publication of numerous research journals and periodicals.

The University

Appalachian State University, founded in 1899 as Watauga Academy, is located in Boone, North Carolina in the heart of the Blue Ridge of the Appalachian mountains, close to the borders of Virginia and Tennessee and less than two hours from the region's major airports and population centers.

Growing steadily through its transformations as Appalachian State Normal School in 1925 to Appalachian State Teachers' College in 1929 to Appalachian State University in 1967 and a part of the consolidated University of North Carolina in 1972, the campus has come to occupy some 48 buildings on its 75-acre main campus as well as several new buildings on the new 180-acre west campus. The University has a master plan for an enrollment of 10,000 students with future expansions concentrated on some 330 acres of outlying land owned by the University.

Appalachian maintains two campuses away from Boone for experiential studies. The New York Loft, begun in 1974, consists of some 3,000 square feet of carefully designed living space for ten to twelve visitors at a time. Located at 67 Vestry Street in the SoHo district of New York City, the loft is within easy walking distance of the World Trade Center, Chinatown, Little Italy, and all SoHo area galleries.

The Appalachian House, a satellite campus in Washington, D.C., opened in 1977. The 150-year-old house is in the heart of the Capitol Hill Historic District. It is next door to the Folger Shakespeare Library, only minutes away from the U.S. Senate and House chambers, Congressional offices, the Library of Congress and the Supreme Court. The Appalachian House and Loft, supervised by the Associate Vice Chancellor for Academic Affairs, are not open to the general public, but are reserved for use by Appalachian faculty, students and staff.

The University welcomes and encourages prospective students, alumni, and friends to visit the campus and to tour the surrounding area which encompasses six ski resorts, nine golf courses, and several major tourist attractions.

Mission

Founded in 1899 as Watauga Academy, Appalachian State University soon evolved into a state teacher's college, later broadened its purpose to include the liberal arts, and became a part of the consolidated University of North Carolina in 1972. From its beginnings as a small local institution, Appalachian has grown to an enrollment of approximately 10,000 students from every section of North Carolina, as well as from other states and nations. Throughout its rapid growth, the University has consistently maintained a student-centered environment and has been responsive to the changing needs of its constituency.

Appalachian State University is a comprehensive university, offering some 130 academic majors at the baccalaureate level and over 70 academic majors at the master's and intermediate levels. As a comprehensive university whose major clientele is the traditional undergraduate student, Appalachian's primary mission will continue to be that of instruction. To prepare a diverse constituency for productive lives in society, the University will provide each student with a well-rounded liberal education and the opportunity to participate in a wide range of educational experiences and professional programs. It will maintain a strong commitment to excellence in instruction, as well as its tradition of attention to the individual needs of students.

At Appalachian research and service are supportive of the instructional mission. The major purposes of research, scholarship and other creative activities are to serve as a basis for instruction, to ensure a vital and intellectually engaged faculty, and to provide a means for the advancement of knowledge. Professional and public service is provided in the form of continuing education programs and activities, consultation services, the extension into the community of the professional knowledge and skills of the faculty, staff and students, and the sharing of the University's cultural and recreational activities and facilities. In recognition of its special responsibilities to the region, the University seeks to contribute to the understanding, appreciation and preservation of the unique culture of the Appalachian region.

University Services

Housing

Graduate students, including international students, are responsible for arranging for their own housing. Residence hall accommodations are not available to graduate students with the exception of those employed by the University as residence hall counselors. However, the University provides 90 furnished apartments, which include drapery, range, frost-free refrigerator, and wall-to-wall carpeting. Rental information and applications may be obtained from the Office of Residence Life. Although the apartments are available primarily to upper class students, faculty and staff may lease apartments if space is available with students given a priority in assignment.

Food Services

Appalachian owns and operates its own food service in four separate campus facilities: the University Cafeteria; the Food Court, featuring a variety of shops; the Gold Room, for steak and seafood dining; and the Sweet Shop. All resident students are required to select a meal option as a part of the room and board contract. Publicized options represent minimum requirement levels. Since Food services pricing is a la carte, the level of participation by a student will determine the selection of the most appropriate option. The pre-paid meal option is managed by the student through the computerized I.D. card system.

Laundry Service

A laundry plant is operated on the campus for use by students, faculty, and staff. It provides all the services of a commercial laundry-dry cleaning plant. Cash-and-carry service is available to off-campus students as well as resident students. Washers and dryers are provided in residence halls.

University Health Services

Medical services are provided to students by the Mary S. Shook Student Health Services at their location on the second floor of the Student Support Building on Howard Street. When the University is in session there is a registered nurse present twenty-four hours a day. Physicians are present Monday through Friday from eight a.m. to four p.m. North Carolina law requires that all students have a complete immunization record on file at the health service, regardless of number of hours being undertaken. Those not in compliance will be refused permission to continue class.

Only full time students actually registered and taking courses are eligible for care at the Health Service. Some part time students may elect to pay the fee at the cashier's office and be eligible for care. In addition, a current, validated, ID must be presented before each visit.

Contacts with university health services are confidential. Records are maintained separately from the University Records for the use of the health service personnel only, and may only be released on written permission by the student.

The Health Service does not issue excuses for class absences due to illness. Students who withdraw from the University for reasons of health must receive medical clearance through the Medical Center before being readmitted. This clearance must present evidence that the condition which necessitated withdrawal has improved and that there is reasonable expectation of the student's ability to participate in university life.

There is no additional charge for most of the services provided at the Mary S. Shook Student Health Services. The Health Service is funded by a separate fee paid by each full time student.

Insurance. An often unexpected financial burden is the cost of being treated for illnesses or accidents that require admission to the hospital or a visit to a specialist. All students are urged to carry some sort of health insurance. Many can be accommodated on the plans carried by the parents. Others who do not have this opportunity may contact the Student Health Service (262-3100) concerning the available low-cost basic insurance plan open to students for their own coverage and for coverage of their dependents. Insurance is NOT included in the student fee schedule and must be contracted for separately.

The Illegal or Abusive Use of Drugs Statement on Policy and Procedure

Appalachian State University is committed to maintaining an environment that supports and encourages the pursuit and dissemination of knowledge. All members of the academic community — students, faculty, administrators and staff — share in the responsibility of protecting and promoting that environment, and all are expected to exemplify high standards of professional and personal conduct. The illegal or abusive use of drugs by members of the academic community adversely affects this educational environment. North Carolina and/or Federal law prohibits the illegal or abusive use of drugs. The illegal or abusive use of drugs is not compatible with personal welfare and pursuit of academic excellence and will not be tolerated by Appalachian State University.

Educational programs emphasizing prevention will be provided by the University for students, faculty, staff and administrators. Circumscribed by the existing on-campus resources, Appalachian State University will offer counseling and rehabilitation services to members of the University community on a space available basis. Referral to community and regional resources will be made as appropriate.

The University will also act through formal disciplinary and legal procedures to control the illegal or abusive use of drugs.

- I. Education, Prevention, Counseling and Rehabilitation

Appalachian State University shall provide a comprehensive drug abuse education program, available to all members of the academic community. This program shall include:

 - A. Educating the campus community about the health hazards associated with drug abuse and the incompatibility of drug abuse and maximum achievement of personal and educational goals
 - B. Encouraging members of the campus community to make use of available campus and community counseling, medical and rehabilitation resources in dealing with drug abuse problems while assuring persons who voluntarily avail themselves of these services that applicable professional standards of confidentiality will be observed.
 - C. Informing the campus community of the potential legal consequences (including both criminal law and University discipline) of use or sale of illegal drugs.
- II. Conduct Prohibited by the University

Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as “controlled substances” in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the academic community who violates pertinent state or federal law, either within the academic community or in a manner that otherwise affects the academic community, thereby violates university policy. The University will initiate its own disciplinary proceedings against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the University.

 - A. Faculty members who violate the University’s policy on the illegal or abusive use of drugs policy will be subject to disciplinary action in accordance with the provisions of Chapter IV, Section V (Procedure for Review of Disciplinary Cases) of the Appalachian State University Faculty Handbook.
 - B. EPA administrative personnel who violate the University’s policy on the illegal or abusive use of drugs will be subject to disciplinary action in accordance with the provisions of Section III.D. (Discharge for Cause) of the Appalachian State University EPA Administrative Personnel Handbook.
 - C. Staff employees who violate the University’s policy on the illegal or abusive use of drugs will be subject to disciplinary action on the basis of unacceptable personal conduct as outlined on page 21 in the Staff Employee Handbook.
 - D. Students who violate the University’s policy on the illegal use or abusive use of drugs will be subject to disciplinary action in accordance with the provisions stated in the Appalachian Judicial Code.
- III. Legal Penalties

The illegal or abusive use of drugs by members of the academic community may subject them to criminal prosecution by governmental agencies, in addition to disciplinary action by the University. Status as a student or employee of the University in no way insulates a law breaker from criminal prosecution and punishment. The constitutional concept of “double jeopardy” does

not prevent both state prosecution and University punishment for conduct that violated both state law and University policy.

IV. Campus Disciplinary Penalties

A. Trafficking in Illegal Drugs

The following minimum penalties shall be imposed for the particular offenses described:

1. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90 (including, but not limited to heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualine), any student shall be expelled and any faculty member, administrator or other employee shall be discharged.
2. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules II through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or employment for a period of at least one semester or its equivalent. (SPA employees will be dismissed in accordance with provisions stated in the Staff Employee Handbook. For a second offense, any student shall be expelled and any faculty member or EPA administrative employee shall be discharged.

B. Illegal Possession of Drugs

1. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. (SPA employees will be dismissed in accordance with provisions stated in the Staff Employee Handbook.)
2. For a first offense involving the illegal possession of any controlled substance identified in Schedules II through VI, N.C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the chancellor or the chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation.
3. For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators or other employees.

C. Suspension Pending Final Disposition

When a student, faculty member, administrator, or other employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the chancellor or, in the chancellor's absence, the chancellor's designee concludes that the person's continued presence within the University community would constitute a clear and immediate danger to the health or welfare of other members of the University community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

V. Reporting

Annually, the chancellor will submit to the Board of Trustees a report that will include information about drug education/prevention programs and incidents related to the illegal or abusive use of drugs during the preceding year, an assessment of the effectiveness of the program, and any proposed policy changes. A copy of the report shall be provided to the president, who shall confer with the chancellor about the effectiveness of the campus programs.

Psychological Services Center

The Counseling and Psychological Services Center provides confidential individual and group counseling for a variety of developmental and therapeutic concerns. Concerns may range from personal functioning to educational decisions. The Center also provides outreach programs to meet such needs as eating disorders, career choice, substance abuse, and stress management. The Center also offers an Employee Assistance Program to meet the counseling and referral needs of faculty and staff.

The testing section of the Counseling and Psychological Services Center has the responsibility of organizing and administering the individual and group tests for the university community. Available tests include personality tests and vocational interest inventories. Information concerning large group tests such as National Teacher Examinations, Miller Analogies Test, CLEP, and university proficiency tests is also available.

Postal and Banking services. A United States Post Office Contract Station is maintained by Appalachian in the Student Support Building. A mailbox is provided for every student. The student's university mailbox address is used by the University for communicating with each student. For this reason, students are responsible for checking their university mailboxes frequently.

Convenient banking services are located in the lobby of the University Bookstore.

University Bookstore. The Appalachian State University Bookstore, conveniently located on campus, offers a complete line of student and personal supplies and services, including the administration of a text book rental plan. The Bookstore is owned by the Appalachian Endowment Fund. Profits generated by store operations help provide scholarships and financial aid for qualified students.

Office of Career Planning and Placement. Appalachian operates a comprehensive career-planning and placement program for students and alumni. The office provides career counseling, career information, assistance with resume writing, interviewing skills and job search techniques, on-campus recruitment, employer information and a credentials program. In addition, the office also provides a student employment service for students who are seeking part-time employment while attending Appalachian.

Comprehensive Clinic. The Appalachian State University Comprehensive Clinic provides diagnostic and remedial/therapeutic services in the areas of audiology, counseling, special education, speech and language pathology, and reading. Counseling services are for children and families. Special education services are for preschool and school-aged children. All other services are available to persons of all ages in the region. The clinic also functions as a laboratory for students in the Communication Disorders and Teacher Education programs. There is presently no charge to Appalachian students for these services. The Clinic Office is located in Room 118 of Edwin Duncan. For more information, call 262-2185.

Writing Center. The University Writing Center offers its services to all members of the University Community. The Center's staff is specially trained to help in the completion of virtually any academic writing project, and in the solution of most writing problems. Users of the Center should make appointments for its services or may drop in to see if one of the staff is available. The Center is conveniently located in Sanford 203B. Its telephone number is 262-3144.

Division of Complementary Education. The Division of Complementary Education coordinates and supervises a variety of co-curricular programs on campus, including cultural programs, student publications, and the Student Government Association. The Division seeks to ensure a balanced calendar of programs and activities which are educationally relevant and closely aligned with academic departments. Through internships and management programs, students supervise support services of the Division and gain experiences in a variety of career-related positions.

Through a planned series of performing arts programs the University is able to provide a balanced calendar of programs by both professional and student groups. The Artist Series sponsors fine arts programs while the Office of Student Developmental Entertainment arranges student performances to the campus community and the region in Our House of the Student Union. The Farthing Gallery of Art, in the lobby of Farthing Auditorium, schedules a variety of exhibitions including works of sculpture, fibers, paintings, and photography. The Appalachian Cultural Programs Calendar and Appalachian Arts, both produced by students, highlight these program offerings.

Under the supervision of the Director of Camp Programs, approximately 110 clubs and organizations sponsor a myriad of activities. Fraternities, sororities, academic, honor, and service groups are open for membership. Opportunities are also available for participation in University Theatre, forensics, broadcasting, and music.

The Office of Minority Student Affairs sponsors a series of educational programs throughout the year which culminate in the Black Heritage Week in the spring. The purpose of these programs is to increase an awareness of black culture. Through the efforts of the Black Student Association and the BSA Gospel Choir, this office also assist the University in public relations and recruiting Black students.

The *Appalachian*, Appalachian's newspaper, is published twice a week as a service to keep the University community informed of campus programs and activities. The yearbook, the *Rhododendron*, is available to students for \$5 for one copy. The book is distributed to those students who place an order in the spring before final exam week. Both of these publications are produced entirely by students.

The W.H. Plemmons Student Union, under the supervision of one full-time manager, is managed by interns from the College of Business and is staffed completely by students. The primary purpose of the Union is to provide services for students, faculty, and staff. Meeting rooms are available for use by recognized student groups.

Other organizations which provide services to the student body and are managed by students include the Student Printing Service located in Workman Hall and the Student Portrait Program which supports the yearbook.

The Office of International Studies. In support of its institutional goals of providing a well-rounded education, and realizing that the students of the University must be prepared for citizenship in an interdependent world, Appalachian offers various undergraduate programs of international studies. The University also sponsors various study abroad programs (announced by the departments involved in the fall of each year) as well as international events on campus.

The Office of International Studies coordinates international programs and provides counseling services to students and faculty interested in study, research, teaching or employment abroad. The research center maintained by the office contains information about educational systems and opportunities in other nations as well as material on scholarships for both students and faculty. The Office of International Studies also sponsors and coordinates various exchange programs for Appalachian students and faculty.

Belk Library. At the center of the campus and of academic life at Appalachian State University is the Carol Grotnes Belk Library, which houses on open stacks more than 450,000 volumes, some 110,000 government documents, and 350,000 units of microfilm. Approximately 5,100 periodical subscriptions are received, including the major titles in the subject fields. The library maintains subscriptions to more than 63 local, national, and foreign newspapers. Attractive areas for general reading are provided on all three levels of the library as well as study areas, lecture rooms, a reserve reading room, a periodicals reading room, and a smoking lounge on various levels. A 24-Hour Reading Room is provided on the ground level with a separate outside entrance.

Among the special collections are the Music Library, located in Broyhill Music Center, and the W.L. Eury Appalachian Regional Collection, containing materials (books, tapes, pictures, artifacts) primarily concerned with the Appalachian region and housed in University Hall.

A major library addition of 52,000 square feet was completed in 1979. At that time, the Curriculum Library, the Young People's Collection, the Film Library, and the Microforms Collection were combined to form the Justice-Query Instructional Materials Center, which is located on the ground floor of Belk Library.

An automated online catalog and circulation system began in August 1988. The computer not only provides information about material contained in the libraries at Appalachian, but provides data on the library collections at UNC-Asheville and Western Carolina University. A van delivery service facilitates the borrowing of materials among the three libraries.

Tours and lectures in the use of the library can be arranged with the reference staff. Locked study carrels are available to graduate students and faculty who are doing research. The Reference Department will assist with computerized searches of the educational literature for both students and faculty, and interlibrary loan service is provided to obtain materials that are not in Belk Library.

Faculty Development and Instructional Services Center. The Faculty Development and Instructional Services Center provides professional and personal support to faculty through three interrelated areas: Faculty and Academic Development, Instructional Communications, and Media Services.

Faculty and Academic Development assists faculty in designing and redesigning courses, experimenting with new instructional materials and techniques, developing curricular and interdisciplinary projects, and analyzing teaching for improvement. Faculty and Academic Development also sponsors faculty exchanges, workshops, and seminars.

Instructional Communications develops and experiments with various communication applications including microcomputers, slide shows, video and television production, video transmissions via AppalNet, interactive video, and videodiscs. Instructional Communications also uplinks and downlinks teleconferences to and from campus via computer-operated satellite dishes.

Media Services assists faculty with the conception, design, and production of instructional projects involving media such as photography, graphics, desktop publishing, and photocopying, Media Services also lends to faculty and students a variety of audio-visual equipment including movie projectors, overhead projectors, tape recorders, video cassette recorders, and cameras.

Office of Computer and Management Services. The Office of Computer and Management Services currently operates a Digital Equipment Corporation computer cluster, including a VAX 8650 with 192 megabytes of main memory and a VAX 8550 with 112 megabytes of main memory. The cluster executes 12 million instructions per second, shares 10.5 billion characters of direct access storage space, two 1200 LPM printers, and three tape drives with recording densities of 1600/6250 bytes per inch and transfer speed of 780,000 bytes per second. The system supports 413 communications ports.

The Office provides both administrative and academic computing support for the University and the region. The center is operated on an attended basis from 8 a.m. to 12 midnight weekdays, from 4 p.m. to 6 p.m. on Saturdays and from 4 p.m. to 9 p.m. on Sundays. The cluster is unavailable from 6 p.m. to 9 p.m. on Saturday. All other hours are on an unattended basis for student and faculty use.

The Telecommunications section provides operational and consulting support for the APPALNET broadband coaxial cable data network which connects all campus buildings to all computing facilities. A Microcomputer Training Center provides training, trouble shooting services and consultation on Office Automation to administrative offices. Electronic equipment maintenance, excluding video components, is also supported by this office.

Academic Computing Services. Academic Computing Services provides computing applications support to enable all Appalachian State University faculty, students and staff to become proficient in the usage of one or more computers. The ultimate goal of Academic Computing Services is for each user to become self-sufficient in accomplishing all computing tasks. Services and user support provided by Academic Computing Services fall into the following general categories:

- I. Information/Documentation Services
 - A. Technical Reference Information
 - B. User's Guides for supported Software
 - C. Newsletter and Update Announcements
- II. Consulting/Training Services
 - A. Mainframe/Programming Consultation
 - B. Statistical/Research Consultation
 - C. Microcomputer (Hardware and Software) Consultation
- III. Public User Sites
 - A. In Classroom Buildings
 - B. In Residence Halls
- IV. Individual Purchase Support Services

Office of Summer Sessions

Summer sessions at Appalachian have experienced steady growth, not only in size, but also in depth of programs offered. Besides offering courses allowing undergraduates to work toward their degree requirements, the university schedules workshops, seminars, and standard courses for teachers and other professional persons to gain enrichment or to work toward advanced degrees.

Terms of varying lengths are offered to allow students to fit their summer studies into other summer plans. Summer sessions at Appalachian offer an alternative to the typical summer school.

Division of Continuing Education

Richard B. Parrott, Director

In cooperation with each of the colleges of the University, The Division of Continuing Education strives to provide educational experiences for those outside the confines of the University through field-based courses, conference, and camp programs.

Although the Division of Continuing Education does not grant degrees, the offices within the Division of Continuing Education work closely with all other academic departments and divisions of the University in order to better serve the various groups and populations calling upon the university for its services. The offices within the Division of Continuing Education are:

- Admissions Partnership Program
- The Broyhill Inn and Conference Center
- The Office of Conferences and Institutes
- Camp Broadstone
- The Office of Extension Instruction

The Broyhill Inn and Conference Center

Appalachian's Broyhill Inn and Conference Center is located at an elevation of 3,535 feet at the top of the west campus. The Center contains fifteen meeting rooms fully equipped with the latest in audio visual equipment. The rooms vary in size and can accommodate groups from 20 to 1,000. There are also two large exhibition areas and outdoor spaces that can be utilized for receptions and social functions. The Center is a full service hotel with 83 sleeping rooms including expansive suites. Also provided is a lovely dining room and total banquet facilities. Program development specialists and conference coordinators are available to assist with conference program planning and implementation.

The Center was created to respond to the needs of adult learners. The Center is committed to the pursuit of academic excellence to meet the educational needs of adults by offering new, imaginative, and exciting programs in keeping with the goals and objectives of the University. The Center has increased the University's capability to fulfill its responsibilities as a regional institution by hosting a variety of programs that are designed to enrich the lives of those who participate.

Office of Conferences and Institutes

The University encourages the use of its resources and facilities by groups that are interested in providing education and/or recreational workshops, clinics, camps, retreats, conferences, seminars, and meetings. The Office of Conferences and Institutes is responsible for the development, coordination, promotion and management of non-credit continuing education programs. Programs are offered to individuals from 8 to 80 years of age, utilizing the resources of a diversified faculty and staff and the modern facilities, equipment, and accommodations at the Broyhill Inn and Conference Center, Camp Broadstone, and the main campus.

For information contact the Director of Conferences and Institutes, University Hall, Appalachian State University, Boone, NC 28608. Phone (704) 262-3045.

Camp Broadstone. In an effort to encourage learning and appreciation of the natural world through discovery and participation in firsthand encounters, Appalachian State University provides the facilities and resources of Camp Broadstone to groups seeking outdoor learning experiences during the fall, winter and spring. The 53-acre camp is located in Valle Crucis alongside the Watauga River, only six miles from the main campus. The camp facilities provide year-round housing for 100 people (groups and family) and a multipurpose dining hall capable of feeding 150. During the summer months the camp operates a six-week residential enrichment program for gifted and talented children.

The University encourages the use of the camp by students, faculty, staff, community and civic groups, and constituents of the university's service region.

For information, contact the Director of Camp Broadstone, Route 1, Box 447, Banner Elk, NC 28604. Phone (704) 963-4640 or 262-3045.

Office of Extension Instruction

J. Michael Ortiz, Director

The office serves as a liaison between the region served and all colleges, divisions, and departments of the university in delivering educational services in a field-based setting and in acting in consortial arrangements with other institutions or agencies in service-oriented projects.

These educational services are offered on an as-needed basis throughout Appalachian State University's service region. This service includes the delivery of courses/programs in an off-campus setting at a time and location which provides ease of access for non-traditional students interested in continuing their education.

Three basic delivery approaches are employed by Appalachian State University in providing these educational services:

1. The individual course delivery approach has traditionally been offered as a basic means of delivering graduate/undergraduate credit away from the Appalachian campus. Prior to registration for each semester a schedule of individual course offerings is mailed to some twenty thousand individuals, schools, and related agencies. This schedule provides information regarding location, time, and dates of all individual courses which will be offered during the upcoming term.
2. The cluster program is another means of delivering field-based course work. A cluster is a group of courses usually taken on a two-course-per-semester basis. A group of individuals with similar educational objectives will begin a cluster program as a group and continue through a complete degree program. Each cluster group is assigned an academic coordinator who serves as advisor to each student and is responsible for providing academic leadership to the cluster. All degree programs have a minimum requirement of nine semester hours of residency credit.
3. Non-credit programs and workshops can be offered to groups of individuals in Appalachian's service region.

The Continuing Education Unit (CEU)

Appalachian State University awards the Continuing Education Unit (CEU) of credit. One Continuing Education Unit is defined as: 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. Increasingly business, industry and professional associations, among others, are requiring their members to periodically return to school to maintain a high level of currency in their field. The CEU is a system designed to document this participation in non-credit courses. The Office of Extension Instruction secures and provides all of the information which is required by the North Carolina Department of Public Instruction for teachers seeking to utilize the CEU for certificate renewal credit. CEU records are maintained at the Office of Extension Instruction.

For further information, contact the director, Extension Instruction, Appalachian State University, Boone, NC 28608, or phone (704) 262-3113.

Office of Marketing and Development

The Office of Marketing and Development is responsible for the total promotional and marketing effort of each area within the Division of Continuing Education. Marketing efforts are also coordinated to complement the Center for Management Development.

Admissions

The Dean of the Cratis D. Williams Graduate School is responsible for the admission of all graduate students. All students taking graduate courses, whether for master's or specialist's degrees or for certificate of advanced studies must make formal application to the Graduate School prior to enrolling in any graduate course work.

All applications and inquiries should be addressed to:

Joyce V. Lawrence, Dean
Cratis D. Williams Graduate School
Appalachian State University
Boone, North Carolina 28608

Application Procedures

All applicants for admission to the Graduate School must (1) submit a completed application with the \$15.00 non-refundable, non-deductible application processing fee, (2) arrange to have three letters of recommendation sent to the Graduate School, (3) submit official test scores, as required for the program selected, and (4) submit official transcripts of all previous academic work. To be official, test scores must be sent to the Graduate School directly from the testing agency or be recorded on an official transcript. Transcripts to be official must be sent directly from the university or college, embossed with the school seal, or come in a sealed envelope with the seal impression. Transcripts should be sent directly to the Graduate School.

The completed application and all credentials should be received by the Graduate School not later than four weeks prior to the opening of the term for which admission is desired. All materials submitted, including transcripts, become the property of Appalachian State University and cannot be forwarded or returned.

Admission Requirements

All applicants for admission to the Graduate School must hold a baccalaureate degree from a college or university of recognized standing and must have an undergraduate background appropriate for graduate study proposed. Applicants intending to apply for a graduate certificate to work in public schools must hold, or be eligible to hold, a North Carolina A teaching certificate in the chosen field or the comparable certificate in another state. For prerequisites in academic fields, students should consult the department listings.

All applicants must submit scores from the Aptitude Section of the Graduate Record Examination or for those seeking admission to the College of Business the Graduate Management Admission Test. Students applying for admission to the Departments of Psychology and Biology must also offer scores on the Advanced Examination of the Graduate Record Examination.

The Graduate School has established a minimum standard of admission to all programs. For the MBA an applicant must have a total of 1000 using the formula presented below.

$$(\text{GPA} \times 200) + \text{GMAT} = \text{Total}$$

For other Masters Degrees applicant must have a total of 2000 using the formula presented below.

$$(\text{Undergraduate GPA} \times 400) + \text{GRE-V} + \text{GRE-Q} = \text{Total}$$

For the Specialist Degree or the Certificate of Advanced Study, the applicant must have a total of 2400 using the formula presented below.

$$(\text{Masters GPA} \times 400) + \text{GRE-V} + \text{GRE-Q} = \text{Total}$$

The totals described above are minimum requirements and do not guarantee acceptance. Programs are selective and admission decisions are based on consideration of additional factors. A limited number of students who do not meet the minimum standards may be allowed to enroll with special permission. Minority applicants are encouraged to apply.

Each application must be approved by the department(s) in which the student proposes to major. The specific requirements for the various degree programs are described in the department listings.

Admission Status

Persons who apply for admission to the Graduate School, if accepted, may be admitted in one of several categories as described below. If a student does not enroll by the fall semester following admission to graduate study or does not complete degree requirements within ten years of being admitted, the admission expires.

Regular. Regular admission to the Graduate School is granted to students who meet the established requirements for entrance. Conditions, such as the completion of one or more additional undergraduate or graduate courses, may be specified. A student who lacks course prerequisites for admission, but is otherwise admissible may be admitted on a provisional basis.

Visiting. Graduate students enrolled in good standing at other recognized graduate schools may be permitted to register for a limited number of graduate credits upon approval by the Dean of Graduate Studies and Research.

Applicant. Students whose applications are incomplete may only register after consultation with the department chairperson and the Dean of Graduate Studies and Research. To enroll as an applicant, the application form has to be completed, letters of recommendation and official transcripts must be on file at the Graduate School, and arrangements made to take the GRE or GMAT. No more than 12 hours of credit earned in this status may be applied toward a graduate degree, and that only upon approval by the student's advisory committee. All applicants must complete the admission process during the first semester of graduate study. Failure to complete the admission process during the initial semester will result in the student's ineligibility to register for a second semester of graduate study. The College of Business does not permit students to enroll as applicants.

Certification Students. Students possessing certification and a master's degree in one area and seeking certification in another area need not apply for admission to Graduate School except for those seeking certification in school counseling through the Department of Human Development and Psychological Counseling. However, all students seeking certification must be approved by the appropriate department and be accepted into the certification program. Students seeking certification may apply to graduate school at any time, but not more than 12 hours of course work completed prior to admission may be counted toward the graduate degree, and that only upon approval by the student's advisory committee.

Special Students. Students holding a baccalaureate degree and who are not working toward a graduate degree are permitted to take graduate courses only with the permission of the Dean of Graduate Studies and Research. Such courses will not be counted toward a graduate degree. Students taking courses for personal enrichment and North Carolina citizens over 65 who are registering for a tuition-free course are classified as special students, and therefore are subject to the appropriate regulations stated in the current *General Bulletin* of Appalachian State University.

Auditors. Regular fees are charged for auditing. A student may register as an auditor for a course with the consent of the instructor and the Dean of Graduate Studies and Research. Classes audited shall count as part of the student's load, but he or she will receive no credit and no grade will be assigned. An auditor is expected to be regular in class attendance. An auditor is not required to take tests and examinations. An auditor who finds it necessary to discontinue class attendance should formally drop the course.

Undergraduate Enrollment for Graduate Level Courses. Seniors with a grade point average of 3.00 or above may, with written permission from the course instructor, chairperson of the department offering the course, and the Graduate Dean, be permitted to take one or more graduate courses for undergraduate credit. Credit earned in this manner will be used to meet baccalaureate degree requirements and may not be applied toward a graduate degree.

Seniors with a grade point average of 3.00 or above desiring to enroll in graduate level courses for graduate credit to be applied to a graduate degree may do so provided they have: (1) made application for admission to the Graduate School; (2) made application to take the GRE or GMAT; and (3) obtained written permission from the course instructor, chairperson of the department offering the course, and the Graduate Dean.

International Students

Since several months may be required to receive and process applications from abroad, international students are urged to submit complete information as early as possible. For the fall semester, applications should be in the Office of the Dean of Graduate Studies and Research by April 1, and all supporting documents and credentials by May 15. Applicants whose native language is not English should have scores on the Test Of English As A Foreign Language (TOEFL) sent as early as possible. Normally, a score of 550 on the TOEFL is required for admission.

In addition to the application form, application processing fee, test scores, letters of recommendation, and transcripts as specified for the program, international students must provide their own health insurance, and show evidence of financial ability to pursue graduate study and pay out-of-state tuition.

Readmission

Students who have withdrawn in good standing from the University or who have been suspended for academic deficiencies or for other reasons should submit their requests for readmission to the Dean of Graduate Studies and Research. Consideration of requests for readmission of students who have been suspended for any reason will be made in light of the applicant's ability, evidence of growth and maturity, credits earned at another institution, and time elapsed since leaving Appalachian.

Disposition of Application Documents. All documents submitted in support of applications become a part of the permanent records of the University and are not returnable. Documents submitted by applicants who do not enroll will be destroyed after two years.

Expenses and Financial Aid

As a state-supported institution, the University recognizes its obligation to provide educational opportunities to those who will benefit from them. Considerations of space, availability of housing, and other limitations, however, place some restriction on the number of students who can be admitted to the University. For this reason, students are requested to apply as early as possible.

Appalachian admits students at the beginning of the fall, spring, and summer terms. Anyone wishing to apply to the Graduate School should write to the Dean of Graduate Studies and Research, Appalachian State University, Boone, NC 28608, for full information and application forms.

Expenses

Fees are charged by the semester and are due and payable in advance at the beginning of each semester in accordance with payment instructions issued prior to each semester. The fees payable each semester, as anticipated at the time of publication of this catalog, are listed below. With the approval of its governing bodies, the University reserves the right to make changes in these fees when circumstances require.

Semester Tuition and Fees. Charges include tuition and fees applied to student welfare and activities, registration, and other included fees.

Students who register for up to and including seven hours are classified part-time for tuition. Students enrolled in an off-campus course conducted by the Division of Community Services are classified field-based for tuition.

	In-state			Out-of-state	
Full-time graduate students	\$455.75 Total			\$2,374.75 Total	
Part-Time Students.					
	Graduate				
Hours	0-2	3-5	6-7	8	9 & over
In-State	\$ 54.00	\$108.00	\$ 162.00	\$ 401.75	\$ 455.75
Out-of-State	\$534.00	\$1068.00	\$1601.00	\$1840.75	\$2374.75
Field-based graduate students	\$65.00 per semester hr.*			\$80.00 per semester hr.*	

*Tuition may vary depending on the number of students enrolled.

Other Fees.

Textbooks. Graduate students purchase their textbooks.

Late payment of tuition and fees.\$20.00

Administrative Withdrawal Charge.....\$20.00

Music: Applied Music courses.....18.00 per credit hour
(The maximum music fee per student is \$36.00 per semester)

Physical Education activity

Bowling per course.....8.00
Skiing, ice skating and, from time to time, other class offerings use privately owned off-campus facilities. A charge is made by these facilities

Student teaching and internships per semester hour.....3.00

Examinations:

The Counseling and Psychological Services Center administers the National Teacher Examinations, Miller Analogies Test, Graduate Record Examination, The Graduate Management Admission Test, the Law School Admission Test, and other examinations charging fees, when applicable, in accordance with the schedule of fees maintained in the Center.

SPECIAL NOTE. Before taking final examinations at the close of each semester, a student is expected to settle all accounts. A student may not register for a new semester until all charges have been settled. A student cannot receive a degree, certificate, or transcript of credits until all accounts, except current, and loans have been paid.

Withdrawal

Refund of Tuition and Fees. If a student formally withdraws from the University, refund will be made in accordance with the following schedule:

- Before close of the registration period:
60 percent of tuition, fees, and room rent.
- Within two weeks after close of registration period:
40 percent of tuition, fees, and room rent.
- Within four weeks after close of registration period:
20 percent of tuition, fees, and room rent.

Withdrawal at any time will entitle the student to a refund for unused mealbooks, if applicable.

Refund calculation will be based upon the date of official withdrawal from the University. Graduate students should apply to the Dean of Graduate Studies and Research who determines the date of withdrawal.

Students who have prepaid tuition and fees but who cannot register will be due a full refund if they are academically ineligible to complete registration. Students not completing registration for other reasons will be due a full refund less any advance deposits made toward tuition, fees, and housing. Students who are suspended for disciplinary reasons or who do not formally withdraw are not eligible for a refund.

The Registrar's Office is allowed to assign an Administrative Withdrawal to the "audit" student who has not been "regular in attendance." Documentation will consist of an appropriate notation by the faculty member of record on the final roll.

Reduction in Academic Load

If full-time students reduce their academic loads to part-time before close of the registration period or if part-time students reduce their academic loads before close of the registration period, 60 percent of the difference between charges for the original and revised academic loads will be refunded upon application.

Residence Classification for Tuition Purposes. The tuition charge for students classified as "out-of-state" for tuition purposes is higher than for students classified as "in-state" for tuition purposes.

University regulations concerning residence classification are predicated on North Carolina law on this subject, as follows:

Provisions for determining resident status for tuition purposes.

(a) As defined under this section:

- (1) A "legal resident" or "resident" is a person who qualifies as a domiciliary of North Carolina; a "non-resident" is a person who does not qualify as a domiciliary of North Carolina.
- (2) A "resident for tuition purposes" is a person who qualifies for the in-state tuition rate; a "non-resident" for tuition purposes" is a person who does not qualify for the in-state tuition rate.
- (3) "Institution of higher education" means any of the constituent institutions of The University of North Carolina and the community colleges and technical institutes under the jurisdiction of the North Carolina State Board of Education.

- (b) To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to his or her length of residence in the State.
- (c) To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for the purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.
- (d) An individual shall not be classified as a resident for tuition purposes and, thus, not rendered eligible to receive the in-state tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution of higher education from which the individual seeks the in-state tuition rate.

- (e) When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person, the legal residence of such parent(s) or guardian shall be *prima facie* evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be *prima facie* evidence of the individual's legal residence if the individual has lived in this State the five consecutive years prior to enrolling or re-registering at the institution of higher education at which resident status for tuition purposes is sought.
- (f) In making domiciliary determinations related to the classification of persons as residents or non-residents for tuition purposes, the domicile of a married person, irrespective of sex, shall be determined, as in the case of an unmarried person, by reference to all relevant evidence of domiciliary intent. For purposes of this section:
 - (1) No person shall be precluded, solely by reason of marriage to a person domiciled outside North Carolina from establishing or maintaining legal residence in North Carolina and subsequently qualifying or continuing to qualify as a resident for tuition purposes;
 - (2) No person shall be deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina and subsequently to have qualified or continued to qualify as a residence for tuition purposes;
 - (3) In determining the domicile of a married person, irrespective of sex, the fact of marriage and the place of domicile of his or her spouse shall be deemed relevant evidence to be considered in ascertaining domiciliary intent.
- (g) Any non-resident person, irrespective of sex, who marries a legal resident of this State or marries one who later becomes a legal resident, may, upon becoming a legal resident of this State, accede to the benefit of the spouse's immediately precedent duration as a legal resident for purposes of satisfying the 12-month durational requirements of this section.
- (h) No person shall lose his or her resident status for tuition purposes solely by reason of serving in the armed services outside this State.
- (i) A person who, having acquired bona fide legal residence in North Carolina, has been classified as a resident for tuition purposes but who, while enrolled in a State institution of higher education, loses North Carolina legal residence, shall continue to enjoy the in-state tuition rate for a statutory grace period. This grace period shall be measured from the date on which the culminating circumstances arose that caused loss of legal residence and shall continue for 12 months; provided, that a resident's marriage to a person domiciled outside of North Carolina shall not be deemed a culminating circumstance even when said resident's spouse continues to be domiciled outside of North Carolina; and provided, further, that if the 12-month period ends during a semester or academic term in which such a former resident is enrolled at a State institution of higher education, such grace period shall extend, in addition, to the end of that semester or academic term.
- (j) Notwithstanding the *prima facie* evidence of legal residence of an individual derived pursuant to subsection (c), notwithstanding the presumptions of the legal residence of a minor established by common law, and notwithstanding the authority of a judicially determined custody award of a minor, for purposes of this section, the legal residence of a minor whose parents are divorced, separated, or otherwise living apart shall be deemed to be North Carolina for the time period relative to which either parent is entitled to claim and does in fact claim the minor as a dependent pursuant to the North Carolina individual income tax provisions of G.S. 105-149(a)(5). The provisions of this subsection shall pertain only to a minor who is claimed as a dependent by a North Carolina legal resident.
- (k) Notwithstanding other provisions of this section, a minor who satisfies the following conditions immediately prior to commencement of an enrolled term at an institution of higher education, shall be accorded resident tuition status for that term:
 - (1) the minor has lived for five or more consecutive years continuing to such term in North Carolina in the home of an adult relative, other than a parent, domiciled in this State; and
 - (2) the adult relative has functioned during those years as a *de facto* guardian of the minor and exercised day-to-day care, supervision, and control of the minor.

A person who immediately prior to his or her eighteenth birthday qualified for or was accorded resident status for tuition purposes pursuant to this subsection shall be deemed upon achieving majority to be a legal resident of North Carolina of at least 12 months duration; provided, that the legal residence of such an adult person shall be deemed to continue in North Carolina only so long as the person does not abandon legal residence in this State.

University regulations concerning the classification of students by residence, for purposes of applicable tuition differentials, are set forth in detail in A Manual To Assist The Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes. Each enrolled student is responsible for knowing the contents of this Manual, which is the controlling administrative statement of policy on the subject. Copies of the Manual are available for review on request at the Registrar's Office which is the residence classification office on the campus. Copies are also available in the Library, the Student Union, the offices of the deans of colleges and principal administrative offices, including the Business Affairs and Student Affairs Offices.

Student Welfare and Activities. Student fees support such services and activities as health care, student government, concerts and lectures, popular programs, forensics, dramatics, intramurals, student publications, attendance at all athletic events on campus, and transcript fees.

Senior Citizens. In 1975, the North Carolina General Assembly passed a law permitting North Carolina residents, 65 years of age and over, to take courses tuition free if space is available.

Student Financial Aid

Students unable to meet university expenses without assistance should determine the approximate amount needed per semester and seek information from the Director of Student Financial Aid.

Aid applications for the College Work-Study and for the National Direct Student Loan programs must be received in the Student Financial Aid Office by March 15 in order to receive full consideration. The institution's application for financial aid, plus a need analysis report, which is the result of the student and/or parents' submission of the "Financial Aid Form" to College Scholarship Service, or the "Family Financial Statement" to American College Testing Service, is required to be filed. The need analysis form should be submitted at least one month before the deadline to allow for the processing time.

Under the Board of Governors general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree credit course work, and demonstrate financial need.

Financial Aid for Graduate Students. Graduate assistantships involving teaching, research, or service to the University are available in most departments for the regular session. Half-time assistants will devote 20 hours a week to instruction or other service to the University, and third-time or quarter-time assistants give proportionately less time to their assistantships. Assistants receive academic-year stipends and are permitted to carry an academic load of six, nine, or twelve semester hours depending upon the classification of the assistantship. The average single assistantship carries a stipend of \$5,000. Appalachian offers only a limited number of graduate assistantships for the summer session, with stipends ranging from \$480 to \$600 for each term.

Presently E.R. Lovill Fellowships of \$3000 each, Graduate Alumni Scholarships of \$2000, and Alumni Fellowships of \$1000 are available. Applicants should apply to the Graduate School stating their academic backgrounds, plans, and financial needs. For a listing of scholarships administered by departments, see the listing in the general bulletin.

Anyone wishing to apply for an assistantship should write the Dean of Graduate Studies and Research for application forms and return them properly filled out not later than July 1. Applications for assistantships, fellowships, and work-study assistantships are considered only after applicants have been admitted to the Graduate School.

Information to Veterans. The university is approved for training of veterans under the U.S. Veterans' Administration regular GI Bill (Chapter 34, Title 38 U.S. Code), VA Vocational Rehabilitation for disabled veterans (Chapter 31), schooling for the children, wives and widows of deceased or disabled veterans (Chapter 35), and for post-Vietnam era veterans, under Chapter 32, Title 38, U.S. Code. Also, the children of disabled or deceased veterans may receive payment of tuition, room, meals and other university fees under a scholarship administered by the North Carolina Veteran's Commission. Persons who want to receive VA educational benefits under chapters 34, 31, 35, or 32, should process application forms at least 45 days prior to enrollment in order to receive sufficient benefits before registration to defray tuition and fees. After enrollment, VA benefits come on a monthly basis. Forms and information are available at the Appalachian Financial Aid Office, Appalachian State University, Boone, NC 28608. They may inquire about the North Carolina scholarships by writing the N.C. Division of Veteran's Affairs, Raleigh, NC.

Student Employment Programs. Student employment programs are maintained to help students pay university expenses while attending classes full time. Students participating in the programs are employed in administrative offices, in colleges and academic departments, and in service facilities such as the bookstore, the library, the student union, and the university food services.

The student employment programs consist of the Student Temporary Work Program and the College Work-Study Program. Work-study applicants must qualify on the basis of need for jobs paying up to \$1,500 for the academic year and \$400 for the summer. A student returning to school for the summer session only is not eligible to work under the College Work-Study Program. The Student Temporary Work Program is not based on need and the student may contact any employer on campus concerning a job under this program or may contact the Financial Aid Office for help in seeking a position. In addition, a Job Location and Development Service has been established to list off-campus work opportunities. The service is located in the Placement Office. Generally, students may work up to 15 hours per week in university-operated work programs. Work schedules will be arranged by the student and work supervisor with the understanding that class schedules have first priority.

Student Loan Programs. Detailed information concerning student loan programs may be obtained from the Director of Student Financial Aid. Available loan programs are as follows:

- The College Foundation, Inc. (for NC residents)
- The National Direct Student Loan Program
- Guaranteed Loan Program (for out-of-state students)

University Student Loan Fund. Appalachian has been given funds over the years to use as educational loans for students. When students borrow money from one of the funds, they sign a promissory note and make arrangements for repayment satisfactory to the Controller's Office. The funds are available for emergency situations and carry a short repayment period.

Degree Requirements

Degree requirements are listed showing the minimum for each degree. Credentials of each applicant are reviewed and a program of study is devised for each individual. Therefore, students may be required to take course work above the minimum. For specific information about programs and requirements, direct correspondence to the Graduate Student Advisor of the particular department.

Summary of Procedures for Graduate Degree Students

Successive Steps	Time
1. Application for admission to Graduate School.	1. At least one month prior to student's first registration.
2. GRE, or GMAT. The GMAT is required for graduate programs in the College of Business. The GRE advanced examination is also required for students in psychology and biology.	2. Concurrent with admission to graduate school.
3. Scores for the NTE for those seeking initial teacher certification at the graduate level.	3. During the first semester of graduate work.
4. Consultation with departmental advisor.	4. During registration and about two weeks later.
5. File with the departmental advisor copies of the program of study leading to the degree.	5. Prior to the close of the first semester.
6. Clearance and application for degree. Obtain necessary forms and instructions from the Graduate Office. If an internship is involved, internship fees of \$3.00 per hour must be paid before clearance is given. Obtain necessary forms and instructions from the Graduate Office.	6. File application for degree by end of the first week of final semester.
7. Comprehensive examination.	7. During last semester and at least 14 calendar days before graduation.
8. Completion and defense of thesis.	8. Completed at least one month prior to date set for graduation.
9. Filing of unbound copies of thesis and abstracts in the university library.	9. Immediately after approval of thesis committee and acceptance by the Dean of Graduate Studies and Research.
10. Conferring of degree.	10. Commencement.

Advisors. Students admitted to a program of graduate study at Appalachian State University are assigned an academic advisor or advisory committee from the department or curriculum program in which the students plan to complete the major portion of their work. Students are expected to meet with their advisors during the first term on campus for the purpose of developing their programs. Changes in this program may be made only with the approval of the advisor and the Assistant Dean of Graduate Studies. Course work taken without the approval of the advisor will not automatically be applicable towards the degree.

Student Responsibility. Graduate students are entrusted with the responsibility for monitoring their own progress. They keep an up-to-date record of the courses taken in their proposed programs and check periodically with their advisors. Responsibility for errors in their programs or in meeting requirements rests entirely with the students.

Admission to Candidacy

Admission to Graduate School does not carry with it Admission to Candidacy for the graduate degree. Admission to Candidacy requires one semester of graduate study in the University.

- Admission to Candidacy is contingent upon the recommendation of the applicant's advisory committee. If the candidate's advisor and committee cannot recommend the student for Admission to Candidacy after the student has completed 8 to 12 semester hours, the student may not be permitted to register for further course work leading to a graduate degree. If the student is permitted to continue, the advisor will

inform the student in writing of the reasons for not recommending the student for candidacy. If the student does not qualify for candidacy before the completion of 18 hours, the student will not normally be permitted to continue as a degree student.

2. Before being accepted as a candidate for the degree, an applicant will be expected to have demonstrated ability to do satisfactory work at the graduate level. A student must have at least a 3.00 average at the time the application for candidacy is presented.
3. Students shall file with their advisor a proposed program of study before the end of the first semester. Forms for this purpose may be obtained either from the advisor or from the Graduate School. The program of study is presented to the Graduate School by the advisor immediately upon approval by the advisory committee.
4. The student may, in certain circumstances, be permitted to construct a program of study which will lead to the completion of more than one major under the same graduate degree. The advisors and advisory committee, to be appointed by the chairperson(s) of the department(s) offering the majors, will be composed of graduate faculty members from each of the majors involved to insure that the student's program of study fully meets all of the requirements in each of the majors. The student should be aware that more than the minimum number of hours may be required to complete such a program, and that a comprehensive examination will be administered for each of the majors involved.
5. Applicants planning to pursue a North Carolina State Department of Public Instruction certification program are required to present a minimum of 18 semester hours of undergraduate credit in public school education and related courses. The applicant's academic field shall be based upon a prerequisite of an undergraduate major in that field.
6. At the time the student is recommended for Admission to Candidacy, the committee will indicate the specific language proficiency (French or German) for students in English and history, and the specific proficiency (French, German, statistics, or computer science) for students in Appalachian Studies, geography, mathematics, political science, psychology, and sociology. (See also the section following on proficiency requirements.)
7. After the student has been admitted to candidacy, the program of study must be followed unless a change is approved by the advisor and the Assistant Dean of Graduate Studies.

Requirements For Graduation

The degree of Master of Arts, Master of Business Administration, Master of Library Science, Master of Music, Master of Public Administration, Master of Science, Specialist in Education, Specialist in Science, or Certificate of Advanced Study may be conferred upon a student who has successfully completed the program of work.

Master of Arts

Except in nonteaching M.A. programs in Appalachian Studies, English, geography, history, psychology, and the teaching M.A. programs in chemistry, the candidate may, with the approval of the advisor and the Graduate Dean, elect not to write a thesis. Hence, either of two programs for a master's degree may be followed:

THESIS PROGRAM

1. Twenty-six acceptable semester hours of graduate course work, exclusive of the thesis, 22 of which must be completed in residence at Appalachian. At least 22 semester hours, including the thesis, must be completed within the major. The M.S. in Accounting requires 24 semester hours plus thesis; the MBA program requires 30 semester hours plus thesis, in contrast to the 26 hours required in all non-business programs. For varying requirements in the Department of Human Development and Psychological Counseling, see that section of this bulletin.
2. A minimum residence of one academic year or its summer equivalent.
3. A thesis in the major field of interest, for which the candidate shall register for credit not exceeding four semester hours (six hours in the Accounting, Business Administration, and Sociology programs.)
4. All graduate credit offered for the degree must have been earned within a limit of six calendar years, or if earned within a limit of 10 years, validated by written examination. Graduate credit transferred from another institution may not be validated by examination. All work to be credited toward the degree, except that being taken currently, must be completed and grades recorded at least four weeks before the degree is awarded.
5. Not more than 10 semester hours (9 semester hours for the M.S. in Accounting) offered toward the degree may be credit earned in courses with catalog numbers below 5000.

6. Grades on course work may not average lower than 3.00. No graduate course with a grade of F will be credited toward the degree.
7. An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for the degree, except the MBA and Accounting degrees. The comprehensive must be scheduled during the last one-third of the residence period and at least 14 calendar days prior to the date on which the candidate receives the degree. The candidate must have been admitted to candidacy prior to taking the comprehensive examination. This examination is evaluated by at least three members of the graduate faculty, all of whom sign the report forwarded to the Dean of Graduate Studies and Research.

It is expected that the thesis will represent the culmination of an independent research project conducted by the student, and will show command of the literature and research methodology of his or her specialty. The thesis is expected to be written in English and in conformity with accepted standards of form used in research writing. In special cases languages other than English may be used; the substitution is not permitted as a matter of the student's convenience, but may be allowed when the student has sufficient skill at composition and has a thesis topic that is, in the judgment of the advisor, especially suited to treatment in the second language. The Dean's approval of the use of a language other than English must be obtained in advance.

The student must have presented a prospectus to the thesis committee and received approval of the proposed topic before being permitted to register for the thesis. The candidate's thesis advisor and two graduate faculty members of the department will constitute the thesis committee. The department chairperson may appoint any member of the department graduate faculty to act as chairperson of the thesis committee and to supervise the writing of the thesis.

NON-THESIS PROGRAM

1. Thirty-six acceptable semester hours of graduate course work, 28 of which must be completed in residence at Appalachian. At least 24 semester hours must be completed within the major. A candidate may, with the permission of the advisor and the approval of the Graduate School, offer up to eight semester hours of graduate credit from another graduate school or eight semester hours of graduate field based credit from Appalachian or a combination of up to eight semester hours, but in no case may the residence at Appalachian be less than one academic year. See the section on the Department of Human Development and Psychological Counseling for varying requirements.

For students pursuing the M.S. in Accounting 30, acceptable semester hours of graduate course work, 24 of which must be completed in residence at Appalachian.

2. All graduate credit offered toward the degree must have been earned within a limit of six calendar years, or, if earned within a limit of 10 years, validated by examination. Graduate credit transferred from another institution may not be validated by examination. All work to be credited toward the degree, except that being taken currently, must be completed and grades recorded at least four weeks before the degree is awarded.
3. Not more than 12 semester hours offered toward the degree may be credit earned in courses with catalog numbers below 5000.
4. Grades on course work may not average lower than 3.00. No graduate course with a grade of F will be credited toward the master's degree.
5. An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for the degree, except the MBA and Accounting degrees. The comprehensive must be scheduled during the last one-third of the residence period and at least 14 calendar days prior to the date on which the candidate receives the degree. The candidate must have been admitted to candidacy prior to taking the comprehensive examination. This examination is evaluated by at least three members of the graduate faculty, all of whom sign the report forwarded to the Dean of Graduate Studies and Research.

Proficiency Requirements

Candidates for the following Master of Arts degrees will be expected to demonstrate proficiency in either a foreign language or statistics and/or computer science.

Foreign Language. A reading knowledge of a foreign language, normally French or German. A language other than one normally required may be substituted with the approval of the student's advisor and the Dean of Graduate Studies and Research. Two years of successful college study in a language will meet the requirements. One who has not completed two years of college credit must take a language examination.

The student should apply for the language examination directly to the chairperson of the Department of Foreign Languages not later than three weeks before the date the examination is scheduled. The chairperson of the Department of Foreign Languages, after reviewing the student's examination paper, will submit to the Dean of Graduate Studies and Research a report of the student's performance. The Dean of Graduate Studies and Research will inform the student and the student's advisor by mail whether the student has passed the examination. The student must have passed the examination in a foreign language before being permitted to file an application for a master's degree.

Computer Science, Statistics. The student electing to demonstrate proficiency in statistics or computer science should confer with the chairperson of the Department of Mathematical Sciences. Usually three courses in statistics, if satisfactorily completed, will meet the requirements. Generally these courses and a machine-use course will meet the computer requirements. Generally these courses should be from departments of Mathematics, Statistics, and/or Computer Science. At Appalachian State University it is the Department of Mathematical Sciences.

Proficiencies required by departments are as follows:

- (1) In English, a reading knowledge of a foreign language.
- (2) In Appalachian studies, a reading knowledge of a foreign language or demonstrated competence in statistics and/or computer science, subject to the approval by the student's advisor.
- (3) In geography, 12 semester hours in undergraduate statistics and/or computer application.
- (4) In history, a reading knowledge of a foreign language, or demonstrated proficiency in statistics and computer science as a research tool, subject to departmental approval.
- (5) In mathematics, demonstrated proficiency in computer science, statistics, or another academic area, subject to the approval of the academic graduate committee in mathematics.
- (6) In political science, demonstrated proficiency in statistics and computer science as a research tool, subject to departmental approval.
- (7) In psychology, demonstrated competence in statistics and/or computer science. In Psychology, the Graduate School proficiency requirement will be met by completion of PSY 5050.
- (8) In sociology, demonstrated competence in statistics and/or computer science, subject to departmental approval.

Graduate Minors. A graduate (MA) minor consists of 8-12 semester hours in certain approved subjects. Those areas which offer approved minors are: Appalachian Studies; Community Education; Community, Junior and Technical College Education; English; French; Geography; Higher Education, Administration; Higher Education, Adult Education; Higher Education, Developmental Studies; Higher Education, Teaching; History; Philosophy and Religion; Physics; Psychology; Secondary Education; Sociology; and Spanish.

Master of Science

The Master of Science degree is offered with majors in accounting, applied physics, biology, chemistry and exercise science. Requirements for this degree, essentially the same as for the academic Master of Arts degree, include:

1. A thesis (optional for accounting majors).
2. A reading knowledge of German, French, or Russian (not required for accounting or applied physics majors).
3. An orientation examination during the first two weeks of the program (not required for accounting or applied physics majors).
4. A comprehensive examination.
5. An oral defense of the thesis.

The student is responsible for meeting regulations and other minimum degree requirements as set up by the Graduate School for graduate study.

Master of Business Administration

The Master of Business Administration program provides a curriculum offering professional training for executive positions in business, industry, and government. The degree also prepares students for doctoral study leading to careers in teaching and research. The program is both for those who hold baccalaureate degrees in business and for those who have earned degrees in other disciplines. The student is responsible for meeting general regulations and minimum degree requirements as set up by the Graduate School for graduate study. For students with satisfactory undergraduate preparation in business, the MBA program consists of a minimum of 36 semester hours of advanced course work. For students without adequate undergraduate preparation, prerequisite courses must be completed.

Master of Library Science

The Master of Library Science degree provides professional training for librarians. The goals and degree requirements, essentially the same as for the Master of Arts degree, are described in detail under the Department of Library Science and Educational Foundations listing.

Master of Music

The Master of Music degree is available to those students who desire a course of study in music teaching and performance/pedagogy. The requirements for the degree are described in the School of Music listing.

Master of Public Administration

The Master of Public Administration degree is designed to train individuals who wish to pursue management or administrative careers in the public sector. The program seeks to sensitize students to the problems of administration in a democratic society and provide the technical skills necessary for entering public service. The academic component of the program strives to strike a balance between developing a broad, theoretical perspective upon public administration and equipping students with skills specific to their chosen fields or areas of concentration. See the Political Science section for details.

Second Master's Degree

A student holding a master's degree may earn a second master's degree in another discipline, following the same admission procedures as stated for the master's degree. During the first semester of study for a second master's, students plan with their advisors a program of study to include a minimum of 30 additional semester hours which may or may not include a thesis for four hours of credit. If a thesis is included, at least 26 semester hours of the work must be completed at Appalachian. If a thesis is not written, the student may include up to eight semester hours of graduate work not more than six years old from another approved graduate school or eight semester hours of field-based work completed through Appalachian. An application for candidacy must be filed during the first semester and a comprehensive examination will be taken near the close of the last semester of the program. (Note: In the Department of Human Development and Psychological Counseling, a second master's degree requires a minimum of 36 semester hours of approved courses.)

The Specialist's Degree

The specialist's degree is intermediate between the master's and the doctoral degree. Admission to the specialist's degree program is based upon the applicant's holding a master's degree from an accredited institution. Regulations and procedures governing the master's degree also apply to the specialist's degree. Eight semester hours taken beyond the master's degree at an approved institution may be transferred. Course requirements range from 30 to 36 semester hours of graduate work beyond the master's degree. For varying requirements in the Department of Human Development and Psychological Counseling, see that section of this bulletin.

Certificate of Advanced Study

Upon completion of the requirements in the program in School Psychology, a student earns both a Master of Arts degree and a Certificate of Advanced Study. This 60-66 semester hour program is administered by the department of psychology. Regulations and procedures governing the Master's degree also apply to the certificate of advanced study.

Field-Based Option

Designed primarily for other than full-time students, the field-based master's or specialist's degree programs provide the opportunity for students to extend or update their academic credentials with only short, conveniently scheduled, on-campus experiences. Except for 9 hours of resident credit, students attend classes in communities that have requested such programs or pursue individual courses. In either case, the student is responsible for meeting regulations and degree requirements as set up by the Graduate School for graduate study with the exception of resident credit.

Application for the Degree

The graduate student must file with the Dean of Graduate Studies and Research an application for the master's or specialist's degree the first week of the final registration period. The application form may be secured from the Graduate Office. If qualified to apply for a certificate to teach in North Carolina, the candidate may also file an application for a certificate. This form, too, may be secured from the Graduate Office.

Commencement

Candidates for graduate degrees are encouraged to be present at the May commencement to receive the degree in person. Candidates graduate in absentia by filing a notification with the Graduate School.

Academic Regulations

The Instructional Program

The instructional program at Appalachian State University is diversified, attempting to meet the needs of many types of students. In addition to the course offerings listed under each instructional department, students who have been admitted to candidacy for a degree may elect to do independent study under the direction of selected faculty members, or to participate in an internship. Detailed information on each of these options is given in appropriate sections of this catalog.

A new catalog is issued biennially; and, while course offerings are fairly continuous from year to year, the graduate faculty reserves the right to make changes in curricula, degree requirements, and academic policies. The information in any given catalog is, therefore, usually valid only for the two-year period of its issue, and is superseded by subsequent issues. Any interested person should consult the most recent issue of the University catalog for current information about the instructional program.

Any changes in degree requirements do not, however, affect a student already enrolled in a degree program. In those rare cases where specific required courses are no longer available, the dean's office will identify suitable substitutes which do not increase the overall credit requirement. All students may, and usually do, elect to graduate in accordance with the degree requirements in force during the time of their first registration at Appalachian, provided that they graduate within six years of date of entry. All students may, however, elect to graduate under any catalog issued after entry into the University and prior to graduation provided they were enrolled in the University during the time when the catalog was in effect. Students electing to graduate under a new catalog must meet all requirements of the catalog under which they wish to graduate subject to the exception noted above for those cases when specific courses are no longer available. In order to change the catalog under which they intend to graduate, graduate students notify the office of the Dean of Graduate Studies and Research.

Changes in academic policies become effective to all students on the date approved for implementation.

The Board of Governors of The University of North Carolina is the governing body of Appalachian State University. The powers of the chancellor and the faculty are delegated by the board.

Registration at Appalachian indicates the student's willingness to accept both published academic regulations and rules found in official announcements of the University. In the interest of all its students, Appalachian reserves the right to decline admissions, to suspend, or to require the withdrawal of a student when such action is, by due process, deemed in the interest of the University.

Standards of Scholarship. In all work for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively.

State statutes concerning standards of scholarship are as follows:

14-118.2. Assisting, etc., in obtaining academic credit by fraudulent means.

(a) It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any diploma, certificate or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy, or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another and impersonating or advertising, offering or attempting to take an examination.

(b) Any person, firm, corporation or association violating any of the provisions of this section shall be guilty of a misdemeanor punishable by a fine of not to exceed five hundred dollars (\$500.00), imprisonment for not more than six months, or both. Provided, however, the provisions of this section shall not apply to the acts of one student in assisting another student as herein defined if the former is duly registered in an educational institution and is subject to the disciplinary authority thereof. (1963, c. 781; 1969, c. 1224, s. 7.)

Course and Grade Policies

Course numbering. Courses designated in this catalog as 5000 and above are limited to graduate students only. Courses designated 4500 to 5000 may be taken by undergraduate and graduate students. Occasionally, graduate students may be permitted to include in their programs courses with numbers between 3000 and 4500 provided the courses are approved by their advisors and a special form is filled out and signed at the time the students register for their courses. Graduate students should be aware that a certain number of hours are required at the 5000 level or above, according to the program of study pursued.

The figure in parentheses after the course title tells the credit in semester hours; for example, the figure (3) means three semester hours. Semesters of the year in which the course is offered are represented by symbols: "F" for fall, "S" for spring; "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and semesters of the year in which the course is offered indicates that the course extends through more than one semester and that the preceding semester must be completed before the following semester can be taken.

The comma in the course number, credit, and semesters indicates that the course is continuous but that one semester may be taken independently of another.

The semicolon in the semesters offered indicates that the course is a one-semester course and is repeated in a subsequent semester. If the course is a two-semester sequence, the semicolon in the semester offered indicates that all courses listed are normally taught in the semesters indicated. Special requirements for admission to a course are stated after the word *prerequisite*.

In stating departmental prerequisites, the following list of standard abbreviations will be used:

Accounting	ACC	Home Economics	HEC
Anthropology	ANT	Human Development and	
Appalachian Studies	AS	Psychological Counseling	HPC
Art	ART	Language, Reading and Exceptionalities	LRE
Biology	BIO	Latin	LAT
Business Education	BE	Leadership and Higher Education	LHE
Chemistry	CHE	Library Science	LIB
Communication Arts	CMA	Management	MGT
Computer Science	CS	Marketing	MKT
Criminal Justice	CJ	Mathematics	MAT
Curriculum and Instruction	CI	Military Science	MS
Decision Sciences	DS	Music	MUS
Driver and Traffic Safety Education	TSE	Philosophy & Religion	P&R
Economics	ECO	Physical Education	PE
Educational Foundations	FDN	Physical Science	PHS
English	ENG	Physics & Astronomy	PHY
Finance, Insurance & Real Estate	FIR	Planning	PLN
Foreign Languages & Literatures	FLL	Political Science	PS
French	FRE	Psychology	PSY
General Honors	GH	Recreation	REC
General Science	GS	Social Science	SS
Geography	GHY	Sociology & Social	
Geology	GLY	Work	SOC
Gerontology		Spanish	SNH
German	GER	Statistics	STT
Health Education	HED	Technology	TEC
History	HIS	University Studies	US

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

Course loads. The maximum course load during the regular academic year is 15 hours per semester for students without assistantships, and 9-12 hours for those holding assistantships. For the summer session the course load is six semester hours for a four-week term, nine for a six-week term, and two for a two-week term. Graduate students may not earn more than 12 hours for the entire summer.

For full-time resident credit, students must be registered for a minimum of nine semester hours.

Registration. Graduate students register at the time specified on the University calendar. Registration material is provided by the Office of the Registrar. A fee will be charged for late registration, with the exemption of independent and individual study.

Appalachian schedules Saturday, late afternoon, and evening classes on campus during the fall, spring, and summer sessions. Registration for these courses may be made at regular registration times or at the first class meeting. Hours of registration are listed in each term's printed schedule.

Class attendance. Graduate students are expected to be responsible for regular class attendance. A student whose attendance in classes is unsatisfactory to the instructor, the advisor, or the Dean of Graduate Studies and Research may be excluded from a course, a final examination, or a graduate program.

Change of course. There will be a five-week free drop period from the beginning of classes. The cut-off date for the free drop period will be announced by the Registrar in the Schedule of Classes Bulletin each semester. AFTER THIS DATE NO DROPS WILL BE ALLOWED EXCEPT FOR EXCEPTIONAL CIRCUMSTANCES AND WITH THE SIGNATURES OF THE INSTRUCTOR, CHAIRPERSON, AND DEAN.

Any drops approved for exceptional circumstances will not be used in computing the grade point average and will not be recorded on the permanent record.

Prior to the close of registration a course may be dropped by completing a drop form at the Registrar's Office. If the course and section being dropped are not printed on the student schedule card, the student must present the duplicate copy of the drop-add form showing original registration for the course.

In order to drop a course after registration closes, the signature of the instructor is required for record-keeping purposes only. A special form for this purpose is available in the departmental offices and in the Registrar's Office. After being signed by the instructor, the student must bring the form to the Registrar's Office where the regular drop form will be completed and the Registrar's signature will be added.

Any student may officially drop a course or change from credit to audit within the five week period after the beginning of classes without indicating passing for failing. No grade points or hours are counted for an official drop during this period.

Courses not officially dropped by the student at the Registrar's Office are recorded as F's, and the hours are counted in computing the grade point average.

Withdrawal. A graduate student who wishes to withdraw from Graduate School must make arrangements with the Dean of Graduate Studies and Research prior to withdrawal. Students who withdraw because of illness or extreme emergency after the five week free drop period will receive grades of W. Students who withdraw for reasons other than illness or extreme emergency will receive grades of F.

Suspension and dismissal. Appalachian reserves the right to exclude at any time a graduate student whose conduct is deemed improper or prejudicial to the best interest of the University.

Graduate students who fail to maintain a cumulative grade average of at least 3.00 may not be permitted to reregister as degree candidates without the written recommendation of the advisor and the approval of the Dean of Graduate Studies and Research. Normally, degree candidacy is discontinued for the student who has received as many as four grades of C, and if a graduate student receives a grade of F the student may not continue in graduate school unless the advisor submits in writing an acceptable recommendation to the Dean of Graduate Studies and Research. In no case may a graduate student be permitted to repeat more than one course to improve the grade, and the student who receives a second grade of F may not continue toward the graduate degree under any circumstances.

Grades. At the end of grading periods, grades are given in each course by letters which indicate the quality of work done by the student.

A	Superior graduate accomplishment, 4 grade points per semester hour
A-	3.7 grade points per semester hour.
B+	3.3 grade points per semester hour.
B	Average graduate accomplishment, 3 grade points per semester hour.
B-	2.7 grade points per semester hour.
C+	2.3 grade points per semester hour.
C	Below average but passing, 2 grade points per semester hour.
C-	1.7 grade points per semester hour.
F	Failing grade.
I	Incomplete, given because a student has not completed the quantitative requirements of a course due to sickness or some other unavoidable cause. Except for graduate thesis courses (5999 or 6999), an I becomes an F if not removed within the time designated by the instructor, not to exceed a year. All "Incompletes" and "Not Reported" grades which are in the approved graduate program of study must be removed at the time of graduation.
W	Withdrawal, either from a course or from the University.
WF	Withdrew Failing, course dropped with failing grades more than five weeks after registration closes.
WU	Withdrew unsatisfactory.
Y	Auditing.
S	Satisfactory, given for a practicum and a thesis and other designated courses.
U	Unsatisfactory, given for a practicum and a thesis and other designated courses.

All official drops and withdrawals are recorded on change cards, which, when completed and approved, must be filed in the Registrar's Office.

Graduate credit accepted in fulfillment of the requirements for a graduate degree shall average not lower than 3.00, and no credit toward the degree shall be granted for a grade of F. Course work reported "Incomplete" must be completed within a year of the official ending of the course. Any extension at this period must be approved by the Graduate School. The grade of D is not given in Graduate School. A grade of F is assigned to a student who arbitrarily discontinues meeting a class or who withdraws without making proper arrangements with the Dean of Graduate Studies and Research.

Repeat rule. All work taken at the graduate level for which a grade is earned will be computed in the grade point average. If a change in departments results in the student's inability to obtain the 3.00 minimum average required for graduation, course work taken outside the department and outside the program of study may be excluded from the computation of the GPA required in the new program of study upon the request of the graduate advisor.

If a student repeats a course in which a passing grade had been initially earned and a grade of "F" was earned on the repeat, then the initial passing grade would be discounted, the "F" would be computed in the student's GPA, and the hours earned on the initial attempt would be subtracted from the student's total.

No more than one graduate course may be repeated for a higher grade, and that once only. The hours earned will be counted only once. The original grade will appear on the transcript thus, for example; (C) R, indicating that the student took the course and received a C, which was removed from the GPA upon completion of the course for a higher grade.

Changing grades. Once an instructor has reported a grade to the Registrar, it cannot be changed except in case of error in reporting or recording. Any change made must also be reported to the Dean of Graduate Studies and Research.

Changing majors. Students who have been approved by one department but who wish to change to another must have the approval of the Dean of Graduate Studies and Research and of the department into which they propose to transfer before the change may be made.

Credit by Examination. Upon the recommendation of a graduate student's committee and with the approval of the chairperson of the department in which it is listed, a course numbered 4500-4999 may be challenged by examination for graduate credit. Courses numbered 5000 and above may not be challenged by examination. Grades are not recorded for credit earned by examination. Credit by examination may not be used to repeat a course. Anyone seeking to pursue credit by examination must be a candidate for a degree at Appalachian or must be working for credit for the renewal of a teaching certificate.

Individual Study. After graduate students have been admitted to degree candidacy, they may arrange to take courses numbered above 4499 on an individual basis provided the advisor, the chairperson of the department in which the course is offered, and the instructor all agree. Appropriate forms for requesting permission to take a course by individual study are furnished by department chairpersons. Anyone seeking to pursue individual study must be a candidate for a degree at Appalachian or must be working for credit for the renewal of a teaching certificate.

Independent Study and Selected Topics. With the approval of the instructor, the department chairperson, the dean of the college, and the Dean of Graduate Studies and Research, graduate students who have been admitted to candidacy may register for independent study in their major field. Students registered for independent study must be scheduled for regular conference periods at least weekly. No more than six semester hours of independent study may be applied toward a graduate degree, and no more than twenty-five percent of the student's degree program may be taken in a combination of selected topics and independent studies. Anyone seeking to pursue independent study must be a candidate for a degree at Appalachian or must be working for credit for the renewal of a teaching certificate.

Time Limit. Academic work, including transfer credit, taken no more than six calendar years before the year in which the graduate degree is awarded may be used to satisfy the degree requirements. However, course work taken at Appalachian within a limit of 10 calendar years before the year in which the graduate degree is awarded may be validated upon recommendation by the appropriate chairperson and upon approval by the Graduate School.

Transfer Credit. A student enrolled in a degree program in which a thesis is not required may usually be permitted to transfer from another graduate school up to eight semester hours of appropriate graduate credit provided grades earned are at least B and provided the credit will not be more than six years old at the time the degree is awarded. A student in a thesis program may be permitted to transfer up to four semester hours of appropriate resident work completed in another approved graduate school. Students wanting to transfer more than eight semester hours may appeal to the Dean of Graduate Studies and Research. At no time should a student be allowed to take courses to transfer during the semester he or she expects to receive the degree.

Internship. Internships are available to majors in school administration, junior college teaching, special education, speech pathology, student personnel, political science, sociology, and psychology.

The following administrative policy governs internships:

1. An applicant for an internship must be working within a reasonable distance of the University.
2. The number of registrants for the internship is limited.
3. The intern must work under a fully certified supervisor.
4. The supervisor must express a willingness to supervise the work and provide the experiences necessary for the intern.

Transcripts. Transcripts must be requested in writing from the Registrar's Office. A fee of \$2.00 is charged for each official transcript and \$1.00 fee is charged for each unofficial transcript. Transcripts will not be issued to students having unsettled accounts with the University.

Policies and Procedures Concerning Release of Student Information

The following statements establish updated guidelines for the University on the matter of confidentiality of student records. It has been developed in the light of legislation concerning access to and release of information maintained in student records in institutions of higher learning. (The Family Educational Rights and Privacy Act of 1974.) Any questions on these policies should be referred to the University Registrar. These policies cover all records maintained at the University. This means that they will apply to any student—current or former—who actually completed registration at one time.

In response to inquiries from the general public, such as prospective employers, credit investigators, etc., only the following directory information is released without the student's permission:

the student's name, address, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, class schedule, and previous educational agency or institution attended by the student.

Any student who wants to make a specific request that directory information not be released should contact the Office of the Vice-Chancellor for Student Affairs on registration day of each semester.

Transcripts are released *only* upon the *written* request of the student. Transcripts will not be released if the student is financially indebted to the University.

A student has the right to inspect the contents of his/her educational records with the exception of documents submitted to the University in confidence prior to January 1, 1975. Transcripts in the folder from other institutions are property of Appalachian and will not be returned to the student or sent elsewhere at his/her request.

Grade reports will be mailed directly to the student at his/her home address. If parents or guardians request academic or personal information other than that specified above, the request may not be honored without the student's written permission unless the parent can present evidence of the student's being dependent upon him/her for support as defined by the Internal Revenue Code.

The College of Arts and Sciences

The College of Arts and Sciences offers graduate instruction in each of the departments in the College and through the Center for Appalachian Studies. Degree programs of study lead to either a Master of Arts, a Master of Science, a Science Specialist, or a Certificate of Advanced Study degree and provide students with a wide range of academic and professional opportunities. Graduates are prepared for careers in industry, government, business, teaching at the secondary school or community, junior, and technical college levels, or for further study and research at the Ph.D. level. Many of the departments in the College offer specialization programs for professional educators leading to the Master of Arts and Educational Specialist Degree in Higher Education. These two programs are offered jointly by the academic department and the appropriate department in the College of Education.

Degrees Offered: The graduate degrees offered by the College of Arts and Sciences are as follows: A CAS indicates a Certificate of Advanced Studies.

Department	Degree	Major	Concentration
Appalachian Studies	MA	Appalachian Studies	
Biology	MA ¹	Biology, Education	Community, Junior, Technical College or Secondary School
	MS	Biology	
	Science Specialist	Biology	
Chemistry	MA ¹	Chemistry, Education	Community, Junior, Technical College or Secondary School
	MS	Chemistry	
English	MA ¹	English, Education	Community, Junior, Technical College or Secondary School
	MA	English	
Foreign Languages	MA ¹	French, Education	Community, Junior, Technical College or Secondary School
		Spanish, Education	Community, Junior, Technical College or Secondary School
Geography and Planning	MA ¹	Geography, Education	Community, Junior, Technical College or Secondary School
		Social Science, Education ²	Geography
	MA	Geography	
Gerontology	MA		
History	MA ¹	History, Education	Community, Junior, Technical College or Secondary School
	MA	Public History	
		Social Science, Education ²	History
	MA	History	
Mathematical Sciences	MA ¹	Mathematics, Education	Community, Junior, Technical College or Secondary School
	MA	Mathematics	Mathematics (General) Applied Mathematics
Physics & Astronomy	MS	Applied Physics	
Political Science/ Criminal Justice	MA ¹	Political Science, Education	Community, Junior, Technical College or Secondary School
		Social Science, Education ²	Political Science
	MA	Political Science	
	MPA	Political Science	
Psychology	MA ¹	Psychology	
	MA	Clinical Psychology	
		General Theoretical	
		Vocational Rehabilitation	
		Counseling	
		School Psychology (Level II)	

	CAS	School Psychology (Level II)	
Sociology	MA'	Sociology, Education	Community, Junior, Technical College or Secondary School
		Social Science, Education	Sociology
	MA	Sociology	

- (1) These departments offer two specialization programs for professional educators leading to the Master of Arts and Educational specialist Degrees in Higher Education. These programs are offered jointly by the academic department and the appropriate department in the College of Education.
- (2) Consult the Social Science, Education Program listing in this catalog for further information.

Graduate Minors—Graduate minors are offered by:

Appalachian Studies
Department of English
Department of Foreign Languages—French, Spanish
Department of History
Department of Physics
Department of Psychology

Graduate Study—Study at the graduate level is offered by the Department of Anthropology, the Department of Geology, and the Department of Philosophy and Religion; however, no degree is offered

For specific requirements for the programs cited above consult the individual department sections of this catalog.

The John A. Walker College of Business

The College of Business has as its primary aim the development of future leaders for the business, industrial, governmental and educational communities. Through courses of instruction and other educational programs, an attempt is made to develop the analytical decision-making ability of each student; to enhance understanding of economic concepts; to increase knowledge of business and educational practices and innovations; and to expand awareness of the role and function of business organizations.

Departments

The College of Business consists of the following six departments:

Accounting	Finance, Insurance and Real Estate
Decision Sciences	Management
Economics	Marketing

Graduate Degrees Offered

Through the College of Business, students can obtain the following degrees:

1. Master of Business Administration (MBA). See listing under Business Administration.
2. Master of Science in Accounting. See listing under Accounting.

The Reich College of Education

Coming from the roots of a state teachers' college, the Reich College of Education at Appalachian State University is widely recognized throughout the Southeast as a strong leader in teacher education and related programs. High quality programs are the trademark of this professional College and are offered at the Bachelor of Science, the Master of Arts, and the Education Specialist levels.

More than 40 graduate programs throughout the University are offered with teacher certification. These programs are accredited by the National Council for the Accreditation of Teacher Education and are approved for state certification by the North Carolina State Board of Education. The large variety of teacher education graduate programs enables students to concentrate in an interest area of teaching and obtain direct public school experiences.

The College of Education also offers over 10 human service programs at the graduate level. These programs range from Agency Counseling to Community Education and prepare students for various helping professions.

Besides being a comprehensive College of Education which offers a great variety of programs, the College houses various active centers and laboratories:

- National Center for Developmental Education
- Center for Community Education
- Comprehensive Clinic
- Microcomputer Laboratory
- Media Laboratory
- Statistics/Testing Research Laboratory

Programs, clinics, centers, and laboratories are only as effective as the faculty who participate in them. The faculty within the College of Education are recognized regionally and nationally for their contributions to their professional fields and to society. They have been selected not only for their competence in their respective teaching fields but for their interest in students as people. Therefore, for excellent instructors, intensive student-faculty contact, and a wide variety of choices in comprehensive teacher education and human service programs, the Reich College of Education at Appalachian State University is the place to be.

Teacher Education Graduate Programs

College of Education	Degree	Dept
Early Childhood Ed. K-4	MA	CI
Middle Grades Ed. 4-6/6-9	MA	CI
Elementary Ed. K-4, 4-6, or 6-9	EdS	CI
Business Education, Secondary School Teaching	MA	CI
Reading Ed. K-12	MA, EdS	LRE
Special Education		
Mental Retardation	MA	LRE
Emotional Disturbance	MA	LRE
Learning Disabilities MA LRE		
Severe/Profound Handicaps	MA	LRE
Mental Retardation, (emphasis in Adapted Physical Education	MA	LRE
Special Education	EdS	LRE
Communication Disorders	MA	LRE
Instructional Technology Specialist:		
Telecommunications	MA	CI
Instructional Technology Specialist: Computers	MA	FDN
Library Science, Public School, K-12	MLS	LIB
Educational Media (for librarians)	EdS	LIB
Educational Administration		
School Administration	MA,EdS	LHE
Curriculum Specialist		
Educational Supervision	MA	CI
Curriculum and Instruction	EdS	CI
Counseling and Guidance		
School Counseling, K-12	MA	HPC
Counselor Education	EdS	HPC

College of Arts and Sciences

Biology, Education	MA	BIO
Chemistry, Education	MA	CHE
English, Education	MA	ENG
French, Education	MA	FRE
Geography, Education	MA	GHY
History, Education	MA	HIS
Mathematics, Education	MA	MAT
Political Science, Education	MA	PS
School Psychology (Level II)	MA,CAS	PSY
Social Science, Education	MA	
Sociology, Education	MA	SOC
Spanish, Education	MA	SNH

College of Fine and Applied Arts

Art, Education	MA	ART
Health and Physical Education	MA	HEPELS
Industrial Arts, Education	MA	IET
School of Music	MM	MUS

Graduate Human Service Programs**College of Education**

Special Education		
Teaching Parent Speciality	MA	LRE
Educational Media		
Audiovisual Specialist/Media Production	MA	CI
Higher Education		
Administration, Adult Education		
Developmental Studies, Teaching	MA, EdS	LHE
Community Education	MA	LHE
Agency Counseling	MA	HPC
Student Development	MA, EdS	HPC

The College of Fine and Applied Arts

The College of Fine and Applied Arts offers degrees at the master's level in Art; Technology; and Health Education, Physical Education and Leisure Studies. Although degree programs at the master's level are not available through the departments of Communication Arts and Home Economics, both of these departments hold the selected topics avenue for appropriate graduate credit recognition.

The specific degree programs available through the College of Fine and Applied Arts are as follows:

- | | |
|-------------|---|
| (a) ART: | Master of Arts in Art Education |
| (b) TEC: | Master of Arts in Industrial Education |
| | Master of Arts in Industrial Technology |
| (c) HEPELS: | Master of Arts in Health and Physical Education |
| | Master of Arts in Health and Physical Education (non-teaching) |
| | Master of Science in Exercise Science |

Independent Study

Students intending to pursue independent study in the College of Fine and Applied Arts are reminded of deadline dates and procedures set by this college for applying for independent study. For information pertaining to these particulars, contact the department chairperson or the assistant dean of the college.

The School of Music

The School of Music offers degrees at the master's level.

The specific degree programs available through the School of Music are as follows:

- Master of Music degree in Music Teaching
- Master of Music degree in Community/Jr. College Teaching
- Master of Music degree in Performance
- Master of Music degree in Performance/Pedagogy

Department of Accounting

Chairperson: Larson

Graduate Faculty: Butts, Craven, Edwards, J. Jones, Kaenzig, Kirkpatrick, Larson, Martinelli, Peacock, Pollard, Selph

The Walker College of Business, through the Department of Accounting, offers the Master of Science (M.S.) in Accounting. The basic educational objective of the M.S. in Accounting is to provide advanced education to meet the needs of persons planning careers in accounting at the professional level. The M.S. in Accounting program offers courses of study which greatly enhance success in completing certifying examinations needed for designation as Certified Public Accountant (CPA), Certified Management Accountant (CMA), Certified Internal Auditor (CIA), and other professional designations. Additionally, the program broadens the general business knowledge and intensifies accounting knowledge of its graduates so as to enhance their performance beyond the entry/certification stage in their professional careers.

An undergraduate degree in accounting, or equivalent, is required for regular admission to the program. For students without adequate preparation in accounting and business, undergraduate prerequisite courses, as outlined in the following section, must be completed.

The following undergraduate courses are prerequisite to graduate study: ECO 2030, 2040, 2100, ACC 2100, 2110, FIR 2150, 3680, MKT 3050, MGT 3630, DS 3650, 2660, Statistics and Calculus. In addition, the undergraduate preparation must include the following accounting courses: ACC 3100, 3110, 3200, 3570, 3580, and 4560.

Any or all of these courses may be waived if the student has taken equivalent work. Prerequisite courses may also be waived through written examination if the student feels academically prepared through appropriate business experience. There is a \$50 fee for such examinations. Students lacking some or all of the prerequisites, if otherwise qualified, may be admitted on a "provisional" basis until the prerequisites are completed.

Master of Science in Accounting

The program requires a minimum of 30 semester hours. A thesis (six hours credit) is optional, and no foreign language is required.

The curriculum for the M.S. in Accounting includes the following core courses (six semester hours):

FIR 5010 Managerial Finance

3 hours of approved electives from within the College of Business at the Graduate Level.

To complete the program students may select an Accounting or Tax concentration. The Accounting concentration requires ACC 5350 and ACC 5390. The student must then select 18 hours of electives in consultation with the Departmental Graduate Advisor. The Tax concentration requires ACC 5180, 5280, 5350, 5580, and 5210 OR 5390. The student must then select 9 hours of electives in consultation with the Departmental Graduate Advisor. Business Strategy in a Dynamic Environment (MGT 5750) will be included among electives for students who have not taken Business Policy (MGT 4750), or an equivalent course for undergraduate credit. Each graduate student must develop a Program of Study with the Departmental Graduate Advisor.

All students in the M.S. in Accounting program will take a comprehensive examination prepared by the Department of Accounting, which may be oral or written or both, during their last term of study.

General Admission

Application for admission to the M.S. program will be open to any graduate of an accredited four-year baccalaureate program. Admission will be on a competitive basis, with admission granted only to students showing high promise of success in post-graduate business study. The following admissions formula will be used: the applicant must generate at least 1000 points based upon the GMAT (Graduate Management Admission Test) score, plus 200 times the overall GPA (4.0 system), or at least 1050 points based upon the GMAT score, plus 200 times the upper division GPA.

The trend of grades during undergraduate schooling, the GPA in the undergraduate major, and relevant work experience may also be considered in the admission process. Three favorable letters of reference are also necessary for admission.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

*Senior/Graduate Courses***4550. Accounting Theory/(3).F;S;SS.**

Study of the history and development of accounting principles with special emphasis on the authoritative pronouncements. Prerequisite: ACC 3110.

4560. Introduction to Auditing/(3).F;S;SS.

A survey course introducing the student to selected auditing standards, types of services analysis of reports, legal responsibility, ethics, internal control and SEC requirements. Prerequisite: ACC 3110.

4580. Income Taxation of Corporations/(3).F;S.

Concepts and methods of determining federal tax liability of corporations. Topics include ordinary income, capital gains and losses, net operating loss, reorganizations, contemporary problems incorporate taxation and tax research. The student will also be introduced to estate, gift and partnership taxation. Prerequisite: ACC 3580 with a minimum grade of C (2.0).

4590. Advanced Accounting I/(3).F.

An examination of the special problems in accounting for business combinations and consolidated corporate entities. Topics also include home office/branch and foreign operations accounts. Prerequisite: ACC 3110 with a minimum grade of C (2.0).

4660. Auditing Concepts and Applications/(3).F;S;SS.

An indepth study of ASB pronouncements and application of GAAS to an audit (public, internal and governmental) engagement. Greater emphasis on system analysis, relationship of internal control to audit objectives, and purpose of selected audit procedures—cases used where applicable. Prerequisite: A minimum grade of C in ACC 4560.

4710. Advanced Cost Accounting/(3).S.

Cost analysis and capital budgeting. Topics emphasized include inventory planning and control, spoilage and scrap, systems and internal control, performance measurement, transfer pricing, decision models, cost behavior patterns, analysis of variance, mix and yield variances, operations research techniques, linear programming. Prerequisite: ACC 3200 with a minimum grade of C(2.0).

4730. Accounting and International Business/(3).S;SS.

A study of selected issues in accounting for and taxation of international business and related effects on organizational and operating decisions. Subjects include DISCs and Foreign Sales Corporations; dual taxation and tax treaties; impact of alternative taxing methods on international competition; international accounting standards; foreign current translations; Foreign Corrupt Practices Act. Prerequisite: ACC 2110, ACC 5190, or equivalent.

4810. Seminar in Accounting/(3).On Demand.**4990. Professional Examination Preparation/(3).F;S.**

An intensive review of the accounting discipline, the purpose of which is to assist the student to bring together his/her coursework in accounting so as to maximize performance on a professional examination. All coursework is updated to include the latest pronouncements of the various rule making bodies. Prerequisite: Consent of Instructor.

*Graduate Courses***5000. Accounting Research and Data Presentation/(3).F and/or SS.**

Study of methods used in research and data presentation in accounting; practice in using those methods.

5090. Accounting-Concepts and Applications/(3).F.

A survey course to introduce the student to accounting concepts. Emphasis is placed on application of the accounting concepts for analysis and interpretation of financial statements as well as ethical considerations within accounting. The understanding of the accounting concepts provides information for decision making. Prerequisite: Admission to MBA Graduate Program or permission of the Director of Graduate Studies, Walker COB.

5180. Advanced Corporate Tax/(3).F.

An advanced study of the taxation of corporations and shareholders at the federal level, with emphasis on Subchapter C, and tax planning. Prerequisite: ACC 3580 and ACC 4580 or equivalent.

5190. Managerial Accounting/(3).SS.

An examination of accounting information with emphasis on planning and control as well as product costing for purposes of inventory valuation and income determination. Subjects include but are not limited to: cost-volume-profit analysis, manufacturing cost systems, budgeting concepts, job-order and process costing, capital budgeting, standard costing, cost allocation, joint and by product costing, overhead application and relevant costs for decision making, international accounting and ethics in the field of accounting. Prerequisite: Admission to the MBA Program; ACC 5090 or equivalent approved by the Director of Graduate Studies, Walker COB.

5210. Advanced Managerial Accounting/(3).S or SS.

This course will use the case study method to develop skills in solving business problems. Selected cases for study simulate realistic situation in which managers must make important economic decisions on the basis of imperfect information. Focus is on the Controller's role in the decision making process. A small team of students analyze and lead discussion of each assigned case. Rotation of team membership fosters variety in inter-personal synergism. Integration of accounting knowledge with other business and non-business disciplines is an important objective of this course.

5230. International Accounting/(3).F.

This course is designed to provide students with a background in international accounting. Emphasis will be placed upon the fact that accounting is not just a doctrine that has been handed down from generation to generation, but is actually the product of the environment in which it is used.

5280. Partnerships and S Corporations/(3).S.

A study of the tax implications of forming and operating conduit type businesses, with emphasis on planning for tax minimization in the family. Prerequisite: ACC 4580 or equivalent.

5310. Auditing Theory Seminar/(3).S and/or SS.

Advanced topics concerning the performance of the audit function with emphasis on evaluation of the internal controls of computer-based systems and EDP Auditing procedures. A case approach will be emphasized.

5350. Advanced Accounting Theory/(3).SS.

An intensive examination of the major contributions to the development of accounting thought. Students will critically examine the works of major authors, conceptual projects of accounting rule making bodies, and a variety of research studies. Students will present critiques of the various works both orally and in writing. Research methodology and design will be emphasized where appropriate. A major paper will be required. Prerequisite: ACC 4550 or equivalent.

5380. State and Local Taxation/(3).S.

A study of the tax laws of various state and local governments. Differences among the income, property, sales, excise, transfer, and franchise taxes in these jurisdictions will be examined.

5390. Contemporary Issues in Accounting/(3).F.

A seminar approach to the major issues facing the accounting profession. Topics may include such items as standards overload, the accounting profession and the SEC, alternative bases of accounting, the future of the FASB, the functioning of the FASB as a problem solving body, Emerging Issues Task Force, Ethics, Congressional oversight of the accounting profession, Government Accounting Standards Board, Cost Accounting Standards Board, social accounting, behavioral sciences and accounting, and other areas of concern as they are identified.

5500. Independent Study/(1-4).F;S;SS.**5530-5549. Selected Topics/(1-4).On Demand.****5550. Accounting for Not-for-Profit and Governmental Organizations/(3).S or SS.**

Theory and practice of budgetary and fund accounting, financial reporting, measures of output and performance, techniques for planning and control, and auditing for non-profit and governmental entities. Prerequisite: ACC 2110.

5580. Tax Planning and Research/(3).F.

A research oriented course designed to emphasize the need for tax planning. The student will be required to research and to make class presentations as to his findings. The course will cover income tax, estate tax and gift tax code provision. Prerequisite: ACC 3580 and ACC 4580.

5680. Estate, Trusts, and Gifts/(3).S.

A study of the federal transfer tax laws, with emphasis on family tax planning; also, a study of the income taxation of estates and trusts. Prerequisite: ACC 4580 or equivalent.

5999. Thesis/(6).F;S;SS.

Graded on S/U basis.

Department of Anthropology

Chairperson: Beaver

Graduate Faculty: Ayers, Beaver, Bennett, Claassen, Keefe, Reck

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4550. Senior Seminar in Anthropology/(3).S.

An opportunity for upper level students to reflect upon the anthropological perspective and to contemplate and articulate their own image of anthropology. Diverse issues ranging from the consideration of ethics to the examination of career opportunities to reflections upon the overall meaning of anthropology will be discussed. Designed as a final on-campus opportunity for students to systematically reflect upon their vision of the anthropological enterprise and to integrate their experience in anthropology in relationship to their future goals. Ideally should be taken during the final semester of on-campus study. Required for majors. Prerequisite: senior standing or approval of instructor.

4565. Peasantry, World Systems, and Social Change/(3).S.

Descriptive and theoretical analysis of Third and Fourth World peasantry in the context of world economic and political systems, the emerging nonaligned nation states, and industrialization and urbanization. Alternate years.

4600. Medical Anthropology/(3).F.

A cross-cultural investigation of concepts of physical and mental health and illness and the treatment of disease. Topics include: shamanism and faith healing, folk psychiatry, witchcraft as cause/cure, folk diseases and folk medicine, and alternatives to Western scientific medicine.

4650. Anthropology of Education/(3).On Demand.

An examination of formal and informal education within the context of human culture. Emphasis is placed on achieving a cross-cultural understanding of education and educational issues through a study of education in other cultures, minority education, formal and informal educational systems, and the cultural context of the classroom and school. Alternate years.

4700. Historical Archeology/(3).On Demand.

The study of America since the late 16th century as known through its material culture. This course focuses on the different types of sites (domestic, military, industrial) and how they have been studied by archeologists in order to create a more complete picture of past American lifeways. Also emphasized is the identification, analysis, and preservation of artifacts plus issues such as Native American contact, ethnicity, adaptive strategies and socio-economic status recognition.

4750. Archeological Site Reporting/(3).S.

Students will utilize their experience and knowledge gained in other archeology courses to analyze and interpret an excavated site. Each student will author a section of the site report which will normally be published. Prerequisites: ANT 2200 and 4445.

4900. Field Experience: Internship/(3-6).On Demand.

Graded on S/U basis only.

Graduate Courses

5120. Appalachian Culture and Social Organization/(3).F.

Exploration of dominant cultural principles and values and their relationship to historical, economic, and political themes, and to social organization and social dynamics; analysis of the socio-economic structure of Appalachian communities, and of the meaning of kinship and its relationship to community organization and processes.

5500. Independent Study/(1-4).F;S.

5530-5549. Selected Topics/(1-3).On Demand.

An opportunity to study a special topic or combination of topics not otherwise provided for in the anthropology curriculum. May be repeated for credit when content does not duplicate.

Appalachian Studies

Director: Acting Director, Sutton

Faculty: Teaching faculty in the Appalachian Studies curriculum are drawn from a variety of academic departments on campus.

The Center for Appalachian Studies coordinates curriculum offerings, projects, and research relating to the Appalachian region. A 36 semester credit hour Master of Arts degree program is offered in Appalachian Studies. The program requires a core of course work in bibliography and methods of research in Appalachian Studies, an interdisciplinary introduction to Appalachian social context, and courses in Appalachian culture, social organization, history, and religion. In addition, courses in the social sciences on Appalachian topics, an interdisciplinary capstone colloquium, a final project, and a comprehensive examination will complete the program.

Master of Arts in Appalachian Studies

Prerequisite: An undergraduate major or minor in the social sciences or humanities. Additional courses (up to 15 hours maximum) in the social sciences may be required if so indicated by the student's deficiencies.

Required Courses:

1.	Core courses.....	15 hrs.
	AS 5000 Bibliography & Research.....	3
	AS 5010 Appalachia in Social Context.....	3
	ANT 5120 Appalachian Culture & Social Organization.....	3
	HIS 5208 Seminar in Appalachian History.....	3
	REL 5400 Religion in Appalachia.....	3
2.	Electives.....	14 hrs.
	ANT 4120 Appalachian Culture.....	3
	AS 5500 Independent Study.....	3
	AS 5530 Selected Topics.....	3
	ECO 4800 Urban and Regional Economics.....	3
	ENG 4800 Colloquium: (Southern Appalachian Literature).....	3
	ENG 4810 Folklore.....	3
	ENG 5530 Hollywood/Appalachia.....	3
	GHY 5400 Planning Process.....	3
	HIS 4578 Introduction to Applied History.....	3
	PS 5130 Appalachian Political Perspectives.....	3
	FDN 4810 Education in Appalachian America.....	3
	SOC 5025 Concepts in Sociology.....	3
	Other electives may be selected upon approval of the Director of Appalachian Studies, the student's advisor, and the chairperson of the department in which the courses are taken.	
3.	Concluding Seminar.....	3 hrs.
	AS 5020 Colloquium in Appalachian Studies.....	3
4.	Final Project.....	4 hrs.
	AS 5900 Internship.....	4
	or	
	AS 5999 Thesis.....	4
TOTAL		36 hrs.

Language: A reading knowledge of a foreign language, or demonstrated competency in statistics and/or computer science, subject to approval by the student's advisor, is required.

Comprehensive: A comprehensive examination is required.

Minor in Appalachian Studies

Students will elect a total of 9 semester hours from the following:

AS 5000	Bibliography & Research.....	3
AS 5010	Appalachia in Social Context.....	3
ANT 5120	Appalachian Culture & Social Organization.....	3
HIS 5208	Seminar in Appalachian History	
REL 5400	Religion in Appalachia.....	3
AS 5020	Colloquium in Appalachian Studies.....	3

Department of Art

Chairperson: Suggs

Graduate Faculty: Arnold, Carrin, Dennis, Durden, Edwards, Humphrey, Long, Midgett, Phifer, Polson, Purves, Smith, Suggs, Yale-Read

The Master of Arts Degree in Art Education at Appalachian is a 33-37 semester-hour program with two concentrations: (1) Art Teacher "G" Certification (K-12) and (2) Community, Junior and Technical College Teacher. Within each of these tracks the student has the opportunity to develop highly individualized goals and career opportunities. This program provides opportunities to prepare for teacher training, community service, program directing, arts for special populations, research and museum education.

The department is concerned both with educational and individual art skills preparation. A core curriculum of art education, studio, and art history is provided with varying professional education courses and electives during the academic year and summer sessions. Individual advising and course emphasis enables the designing of each program for optimum professional value to the student.

The Department of Art offers additional study experiences for the graduate student through frequent opportunities to study under the direction of departmental faculty in art centers of the world. Additional opportunities are provided to study in New York City at the ASU Loft in lower Manhattan or at the Appalachian House in Washington, D.C.

The Art Department offers some graduate courses especially designed to allow in-service teachers to participate in graduate degree programs without leaving their positions. Among these are workshops, evening and/or Saturday classes.

Master of Arts in Art Education

Prerequisite: baccalaureate degree from a college or university of recognized standing; certification to teach art in the public school; or an undergraduate degree in art or art history. Where certification or the art degree is not held, the student may be asked to take specific courses in art and/or art education.

Hours: 33 - 37 s.h.

Concentration: Art Teacher G Certification (K-12)

Required Courses:

Professional Education

FDN	4560	Measurements and Assessment.....	2
CI	5060	Curriculum Planning.....	2
FDN	5840	Social and Philosophical Foundations of Education.....	3
PSY	5560	Child Psychology or	
PSY	5555	Advanced Educational Psychology.....	2
			<u>9</u>

Art Education

ART	5012	Seminar in Art Education.....	2
ART	5000	Bibliography and Research.....	2
ART	5009	Teaching-Learning Processes in Art Education.....	2
ART	5010	History and Philosophy of Art Education.....	2
			<u>8</u>

Art History: six semester hours selected from the following:

ART	4630	American Art History.....	3
ART	5002	Ancient Through Renaissance Art.....	3
ART	5003	Baroque Through Modern Art.....	3
ART	5004	Art as Visual Language.....	3
ART	5530	Selected Topics in Art History.....	1-4
			<u>6</u>

Studio areas of specialization must be a minimum of four semester hours in a single area. Course offerings may be expanded through the use of:

ART	5500	Independent Study.....	1-4
ART	5530	Selected Topics.....	1-4
ART	5011	Painting.....	2
ART	5001	Sculpture.....	2
ART	5005	Printmaking.....	2
ART	5006	Fibers.....	2
ART	5007	Clay.....	2
ART	5008	Alloys.....	2
ART	5013	Advanced Photography.....	2
ART	5014	Serigraphy.....	2
			<hr/>
			4

In addition, four semester hours from the following:

a.	two studio courses in areas other than concentration.....	4
b.	one studio course in an area other than concentration and two credit hours from "c" below...	4
c.	course work beyond the six required hours in art history, New York campus programs, European study programs, other relevant study experiences.....	4
		<hr/>
		4

Required courses with thesis.....	31
Thesis.....	2-4
	<hr/>
TOTAL	33-35

Required courses without thesis.....	31
**Electives (approved).....	6
<hr/>	
TOTAL	32-37

**Electives may not be used to pick up Professional Education requirements in other tracks.

Concentration: Community, Junior and Technical College Teacher

Required Courses:

Professional Education			Credit Hours
LHE	5420	The Community/Junior College and the Technical Institute.....	3
LHE	5440	Instruction in Post Secondary Institutions OR	
LHE	5900	Internship/Field Experience.....	3
			<hr/>
			6

Art Education			
ART	5012	Seminar in Art Education.....	2
ART	5000	Bibliography and Research.....	2
ART	5009	Teaching-Learning Process in Art Education.....	2
ART	5010	History and Philosophy of Art Education.....	2
			<hr/>
			8

Art History: six semester hours selected from the following:

ART	4630	American Art History.....	3
ART	5002	Ancient Through Renaissance Art.....	3
ART	5003	Baroque Through Modern Art.....	3
ART	5004	Art as Visual Language.....	3
ART	5530	Selected Topics in Art History.....	1-4
			<hr/>
			6

Studio areas of specialization must be a minimum of four semester hours in a single area. Course offerings may be expanded through the use of:

ART	5500	Independent Study	1-4
ART	5530	Selected Topics	1-4
ART	5011	Painting	2
ART	5001	Sculpture	2
ART	5005	Printmaking	2
ART	5006	Fibers	2
ART	5007	Clay	2
ART	5008	Alloys	2
ART	5013	Advanced Photography	2
ART	5014	Serigraphy	2
			4

In addition, four semester hours from the following:

a.	two studio courses in areas other than concentration	4
b.	one studio course in an area other than concentration and two credit hours from "C" below	4
c.	course work beyond the six required hours in art history, New York campus programs, European study programs, other relevant study experiences	4
		4

Required courses with thesis	28
Thesis	2-4
**Electives with thesis	0-2
TOTAL	32

Required courses without thesis	28
**Electives (approved)	8
TOTAL	36

**Electives may not be used to pick up Professional Education requirements in other tracks.

ART SPECIALIZATION FOR PROFESSIONAL EDUCATORS

Two graduate programs leading to the Educational Specialist's Degree, Curriculum and Instruction and Higher Education, provide for an academic concentration in art. Specific requirements in these programs are worked out jointly by the Department of Art and the appropriate department in the College of Education.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4521. Art Education Workshop/(1-3). On Demand.

An intensive course devoted to art instruction in grades K-12, including the relationships of studio art to teaching at selected levels. Art methods and materials for grade levels will be examined. Prerequisites: ART 4422 or permission of instruction.

4551. Studio Workshop/(3). On Demand.

An intensive course to be offered in selected media such as drawing, printmaking, painting, photography, sculpture, clay, fibers, alloys, computer graphics, and others. Prerequisite: portfolio review or permission of instructor.

4600. Painting IV/(3).S.

The final, senior-level course that allows independent direction in approach and style. The course is designed for the serious, self-directed student who can maintain a personal interest and involvement in painting. Prerequisite: ART 4100. Lecture and studio four hours.

4601. Sculpture III/(3).F;S.

Advanced development of sculptural expression in student direction and media. The student will be expected to develop a personal approach to sculptural content, style, use of media and standards of critical judgement in the analysis of one's own work. Prerequisite: ART 3101. Lecture and studio four hours.

4607. Clay III/(3).S.

Advanced study in clay techniques including in-depth individual exploration in one area of concentration, with strong emphasis on form and design. Prerequisite: ART 3007. Lecture and studio four hours.

4608. Fiber III/(3).S.

Advanced study in selected fibers processes. Emphasis on in-depth individual study, fibers as a visual and personal problem-solving process, and enhanced technical applications. Prerequisite: ART 3008. Lecture and studio four hours.

4609. Alloys III/(3).S.

In this course, the student will continue to develop skills acquired in 2009 and 3009. The student will also be introduced to information concerning the durability of gemstones and the techniques used to display them. Through the introduction of computer programs, the student will learn how to improve production techniques and evaluation processes. Prerequisite: ART 3009. Lecture and studio four hours.

4625. Lithography/(3).S.

The basic chemistry, processes and techniques of black and white stone lithography with emphasis on technical understanding and control and on the development of personal visual statements. Color and metal plate lithography will also be introduced. Offered even years only. Prerequisites: ART 2103 and either 2025 or 3025. Lecture and studio four hours.

4626. Photographic Design II/(3).F;S.

Introduction to black/white 35mm photography with emphasis on correct exposure, aesthetic image manipulation, darkroom procedures and techniques, and conceptual problem-solving. Prerequisite: ART 2026 or instructor approval prior to registration. Lecture and studio four hours.

4630. American Art History/(3).S.

A course that acquaints the student with the evolution of art in the United States from colonial times until the present. Offered odd years only. Lecture three hours.

4726. Photographic Art Reproduction/(1). On Demand.

Instruction in basic techniques for shooting, developing, and printing both color slides and black/white prints of art work for portfolio and/or educational purposes. Emphasis is on film, lighting, and copy techniques. Must have a 35mm camera. Prerequisites: ART 1001 and 1002.

4900. Internship: Field Experience/(3-12).SS.

An on-the-job experience with artists, museums, galleries, and businesses related to the promotion of art professions. Graded on S/U basis.

*Graduate Courses***5000. Bibliography and Research/(2-3). On Demand.**

A study of research in art and art education, bibliographical problems, research types, tools and resources, evaluating, organizing, and reporting. The student will develop a documented research proposal. Those earning 3 semester hours credit will complete a research study and prepare a final report for publication. Lecture 2-3 hours.

5001. Sculpture/(2).S.

Emphasis on individual student experimentation on the graduate level. Lecture and studio four hours.

5002. Ancient Through Renaissance Art/(3).F.

An intensive investigation of art forms from Ancient through Renaissance Art. A graduate research paper will be required. Emphasis upon critical methods of evaluation. Lecture three hours.

5003. Baroque Through Modern Art/(3).F;S.

An intensive investigation of art forms from Baroque through Modern Art. A graduate research paper will be required. Emphasis upon methods of critical evaluation. Lecture three hours.

5004. Art As Visual Language/(3).S.

An intensive course in art criticism where techniques of analysis are approached through readings and demonstrations. A graduate research paper will be required. Emphasis upon developing a critical approach. Lecture three hours.

5005. Etching/(2).F.

Advanced studio work in etching with emphasis on technique exploration and sophisticated image development. Designed to develop individual sense of graphic form. Lecture and studio four hours.

5006. Fibers/(2).S.

Design with fibers on the graduate level. Broad range and in-depth exploration of fibers with research involving the place of fibers as both historical and contemporary art forms. Lecture and studio four hours.

5007. Clay/(2).S.

Individual problems in plastic media on the graduate level. Theoretical and practical problems of the craftsman are carried out to practical solution. Conventional or creative means of reporting based on thorough research. Lecture and studio four hours.

5008. Alloys/(2).S.

Design with alloys on the graduate level. Broad range and in-depth exploration of alloys with research involving the place of alloys as both historical and contemporary art forms. Prerequisite: ART 4609. Lecture and studio four hours.

5009. Teaching and Learning Processes in Art Education/(2).On Demand.

A study of aesthetic and perceptual development of the child; aesthetic content in the work of the artist and of the child; teaching methodology, historical and contemporary, through a study of writings, philosophies and research. Lecture two hours.

5010. History and Philosophy of Art Education/(2).On Demand.

An in-depth study of the historical philosophies and concepts of art education in western civilization which provide the basis for contemporary approaches to art education. Emphasis on the effects upon secondary and higher education. Lecture two hours.

5011. Painting/(2).F.

Graduate courses in painting. Emphasis on a professional level of accomplishment. Lecture and studio four hours.

5012. Seminar in Art Education/(2).On Demand.

A required course for the M.A. degree in Art Education. Content based upon selected current issues in art education. A graduate research project/paper will be required. Lecture two hours.

5013. Advanced Photography/(2).F;S.

Advanced work in photography, with emphasis on the development of a related body of work resulting from research into Photographic techniques and history of this diverse visual medium. Prerequisite: ART 4626. Lecture and studio four hours.

5014. Serigraphy/(2).F;S.

Advanced studio work in serigraphy with emphasis on color theory and application, technical expertise, and sophisticated image/idea development. Lecture and studio four hours.

5500. Independent Study/(1-4).On Demand.

Graduate students may broaden and intensify their program through individual research and involvement in a given art area.

5530-5549. Selected Topics/(1-3).On Demand.

Department of Biology

Chairperson: Butts

Faculty: Bond, Butts, Connell, Dewel, Dyche, Glover, Gordon, Greene, R. Henson, D. Henson, Hicks, Montaldi, Neufeld, Randall, Robinson, Rowe, Sedivec, Shull, Steele, Van Devender, Walker

The Department of Biology offers the following three degrees: Master of Science, Master of Arts and the Specialist in Science. The Master of Science degree is the traditional biology degree requiring a thesis and foreign language proficiency. The Master of Arts degree is offered with teaching certification. The Specialist in Science degree requires a year's study beyond the master's.

Master of Science in Biology

Prerequisite: Undergraduate major in biology

Hours: 30 semester hours

Required Courses: BIO 4590, 5000, 5550, 5999

Language: Reading knowledge of German, French or Russian

Thesis: Required

Comprehensive: A written comprehensive examination and an oral defense of the thesis.

Master of Arts in Biology with Teacher Preparation

Community, Junior and Technical College

Secondary School Teacher

Prerequisite: An undergraduate major in biology

Hours: 30 semester hours with thesis or 36 semester hours without a thesis.

Required Courses: Twenty-four of the credits must be in biology and include BIO 4555 or 5506, 5000, 5501 or 5515, 5503, 5514 and 5550. For students electing the non-thesis option, 3 s.h. of BIO 5500 are also required.

Professional Education Requirement: eight s.h. for the Secondary School Teacher
six s.h. for the Community/Junior College

Language: Language not required

Thesis: Optional. Biology 4590 is required with a thesis. Three semester hours of Biology 5500 are required without a thesis.

Comprehensive: A written and oral examination is required or written examination and defense of thesis.

Specialist in Science

Prerequisite: Master's degree in biology

Hours: Thirty semester hours beyond the Master's degree with a minimum of 24 semester hours in biology. Required courses include BIO 6610, BIO 6520 and BIO 6989.

Thesis: Not required but completion of independent research project (BIO 6500) is required.

Comprehensive: A written and oral examination required.

Biology Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in biology. Specific requirements in these programs are worked out jointly by the Department of Biology and the appropriate department in the College of Education.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

*Senior/Graduate Courses***4550. Nature Study/(3).SS.**

Study of common plants and animals with emphasis on behavior, ecology, collecting techniques and identification. Not open to biology majors for credit.

4551. Ornithology/(3).S;SS.

The morphology, physiology, behavior, ecology and identification of birds. Early morning field trips are required. Extended field trips to a variety of habitats will be arranged. Lecture two hours, laboratory two hours.

4552. Entomology/(3).F;S.

A comparative survey of the insects and related arthropods with an emphasis on morphology and systematics. Methods of collecting and preserving insects are covered. Prerequisites: permission of the instructor. Lecture two hours, laboratory two hours.

4555. Plant Physiology/(3).S (Alternate Years).

A study of the basic principles of plant physiology and fundamental processes such as cell properties, water relations, growth, photosynthesis, respiration, and mineral nutrition. Prerequisites: CHE 1101-1102. Lecture two hours, laboratory two hours.

4556. Mycology/(3).F;SS.

An investigation of the fungi with particular reference to the techniques of working with these organisms. Lecture two hours, laboratory two hours.

4557. Ichthyology/(3).F. (Alternating with BIO 5508).

Ecology, distribution, taxonomy and economic importance of fishes. Freshwater fishes will be emphasized. Lecture two hours, lab two hours.

4559. Mammalogy/(3).F. (Alternate years with BIO 4560).

The natural history, distribution, adaptations, taxonomy and economic importance of mammals. Field trips and visits to zoos will be arranged. Lecture two hours, laboratory two hours.

4560. Herpetology/(3).S.(Alternates with BIO 4559).

The morphology, taxonomy, physiology, and distribution of amphibians and reptiles. Methods of collecting and preserving specimens as well as behavioral aspects of species in their natural habitats will be covered. Field trips will be required. Lecture two hours, laboratory two hours.

4561. Phycology/(3).S.(Alternate years with BIO 5502).

The morphological and taxonomic investigation of the major phyla of the algae. Methods of collection, isolation and culturing are covered as well as some aspects of algal physiology and ecology. Lecture two hours, laboratory two hours.

4564. Electron Microscopy/(3).F.

A study of principles and techniques of biological microscopy. Lectures include discussions on preparative techniques for light and electron microscopy, theoretical considerations of light and electron optics, and the structure and function of cellular organelles. Laboratories examine practical techniques of tissue preparation for microscopy, the effective use of light and electron microscopes, and the interpretation of data obtained in student micrographs. Lecture two hours, laboratory two hours.

4566. Bryology/(3).S.

Taxonomy, morphology, and ecology of the mosses and liverworts. Lecture two hours, laboratory two hours.

4570. Parasitology/(3).S;SS.

A survey of protozoan, helminthic and arthropod parasites with emphasis on causation and prevention of disease. Lecture two hours, laboratory two hours.

4580. Field Biology of Continental U.S.A./(5).SS.

Ecological investigations of major habitats in the U.S. Prerequisites: 16 hours in biology and consent of the instructor.

4590. Biometrics/(2).S.

A descriptive treatment of statistical techniques used in collecting and analyzing data from biological systems. Areas considered are: statistical descriptions of biological systems; design of investigations including hypothesis testing and analysis of variance; analysis of statistical techniques currently used in biological journals; techniques of computer usage, especially "canned" programs like BMDP. Prerequisite: Statistics 3810 or permission of the instructor.

4591. Applications of Biometrics to Student Research/(1).S.

A laboratory setting for student designing investigations or analyzing data from their research or thesis. Applications of appropriate statistical methods and computer analyses are stressed. Prerequisite or co-requisite: BIO 4590. Laboratory two hours.

4601. Animal Behavior-Ethology/(3).F.

Basic principles of animal behavior are approached from an evolutionary perspective. Topics such as instinct, learning, biological clocks, sociobiology, communication and physiological mechanisms of behavior are stressed. Laboratory emphasizes techniques of observing, recording, and analyzing behavior using a research project format. Lecture two hours, laboratory two hours.

4900. Internships in Biology/(1-6).F;S;SS.

Practical biological experiences in federal, state, and local agencies. Graded on an S/U basis.

*Graduate Courses***5000. Bibliography and Research/(3).F;SS.**

A study of bibliographical problems, types of research, the literature and methods of scientific writing. Required in the first semester of beginning graduate students.

5500. Independent Study/(1-4).F;S;SS.**5501. Animal Ecology/(3).F;SS.**

Organization, structure, dynamics of ecosystems and component populations, emphasizing quantitative and experimental aspects of ecology. Lecture two hours, laboratory two hours.

5502. Freshwater Biology/(2).S.(Alternate years with BIO 4561).

A study of the physical, chemical, and biological factors affecting productivity in lakes, ponds, and streams. Largely a field course dealing with various approved methods of studying fresh water. Lecture one hour, field work two hours.

5503. Basic and Applied Microbiology/(3).S;SS.

Lecture, laboratory and field trips dealing with the underlying principles and applications of techniques used in ecological, industrial and medical microbiology. Lecture two hours, laboratory work to be arranged by instructor. Prerequisite: BIO 3308.

5504. Taxonomy of Vascular Plants/(3).SS.

A study of the gross structure, reproduction, and development of the spermatophytes. Special emphasis is placed upon the classification and nomenclature of the spermatophytes. Lecture two hours, field work two hours.

5506. Advanced Animal Physiology/(4).S.

A comprehensive study of the physiology of the nervous, muscular, circulatory, respiratory, digestive, excretory and endocrine systems with an emphasis on system coordination and integration. Laboratory experiments, readings and reports. Prerequisite: A course in general physiology or permission of instructor. Lecture three hours, laboratory three hours.

5508. Biogeography/(3).F.(Alternate years with BIO 4557).

The biological, climatological, geographic, and geological factors which affect the distribution of animal and plants. Patterns of distribution will be studied in relation to various sizes of geographical units. Three lecture hours.

5512. Local Flora/(3).SS.

A study of the common flora and economic plants of North Carolina including collection, identification, and methods of preservation. Lecture two hours, laboratory and field work two hours.

5514. Plant Anatomy and Morphology/(3).S;SS.

A general survey of the external and internal structure of plants; detailed study of anatomy and morphology of representative plants from all the divisions. Lecture two hours, laboratory two hours.

5515. Plant Ecology/(4).F.

A study of the various fields of plant ecology: ecophysiology, population ecology, community and ecosystem ecology. Topics to be covered include: plant water relations, gas exchange, leaf energy budgets, demography, competition, plant communities, productivity, and nutrient cycling. Laboratory includes community sampling techniques, greenhouse studies and ecophysiological techniques. Lecture three hours, laboratory three hours.

5520. Developmental Biology/(3).S;SS.

A study of the fundamental patterns and principles of animal growth and development at the molecular, cellular, and organismic level. Lecture topics include gametogenesis, fertilization, cleavage and gastrulation, embryogenesis, metamorphosis, regeneration, cellular interactions, aging, and control of gene expression. Some lectures involve student analysis of the recent literature in developmental biology. Lecture three hours.

5530-5549. Selected Topics/(1-3). On Demand.**5550. Seminar/(1).F;S.**

Presentation of one research topic is required of all graduate students. Credit is earned during the semester in which the presentation is made. All graduate students are expected to attend all departmental seminars.

5989. Master's Research/(1-9).F;S;SS.

May be repeated for credit for a maximum of 9 hours which do not count toward the degree. Designed to provide time for thesis research. Open only to students in the M.S. or M.A. thesis option. Graded on S/U basis only.

5999. Master's Thesis/(4).F;S.

Graded on S/U basis only.

6500. Independent Study/(2-4).F;S;SS.

Student selects an area of investigation which must be approved by instructor and advisor.

6520. Teaching Apprenticeship/(2-4).On Demand.

Restricted to students in the Biology Sc.S. Program. This required course provides a teaching experience in undergraduate courses under direct supervision of a graduate faculty member. Specific objectives will be determined in a conference between the student and the graduate faculty member involved. Graded on S/U basis only.

6530-6549. Selected Topics/(1-3).On Demand.

6610. Advanced Seminar in Current Research Topics/(2).S.

Lectures, readings, and discussions dealing with biological principles and theories.

6614. Current Topics in Molecular Biology/(3).F.

Recent advances in biology at the subcellular level. Lecture and laboratory.

6618. Advanced Bacteriology/(2).S.

Modern techniques and procedures in bacteriology, including instrumental and biochemical methods of analysis and interpretation of data.

6989. Independent Research/(1-8).F;S;SS.

A total of 8 hours credit is required for this course and may be taken in blocks of 1-8 hours. Results of the research must be reported in a scientifically acceptable manner. Graded on S/U basis only.

GENERAL SCIENCE

Graduate Courses

5500. Independent Study/(1-4).On Demand.

5510. Environmental Problems/(3).S.

A study of environmental problems: their historical and cultural origins, their scientific background, and their possible solutions. Designed for students with limited science backgrounds.

5530.-5549. Selected Topics/(1-3).On Demand.

Business Administration (MBA)

Assistant Dean and Director of Graduate Studies: Ray

The Walker College of Business, with the support of all departments, offers the MBA. Students interested in this degree program should talk with the Director of Graduate Studies in the College of Business.

Overview of the MBA

The MBA is a professional degree program which prepares its graduates to be decision makers in contemporary organizations. With an emphasis on professionalism and sophistication in all aspects of managerial decision making, the program offers thorough training in the major functional integrative activities of the business organization. The MBA program also prepares students for doctoral study leading to careers in teaching and research.

The MBA curriculum has been designed to: (1) provide an MBA program that will produce highly marketable graduates; (2) offer a program which is attractive to students who hold an undergraduate degree in business, as well as those who do not hold an undergraduate business degree; and (3) offer a curriculum that provides prospective students with a strong, competitive edge in the marketplace.

Program Content

The first year of the new MBA program consists of 24 hours of accelerated foundation course work for those who do not have an undergraduate degree in business, or for those who need a review of basic analytical tools and of functional and managerial skills. The course background provides the student with a basic understanding for the MBA core course work offered in the second year of study.

Students with an appropriate undergraduate business degree may enter directly into the second year of the program. The second year course work consists of 27 semester hours of core courses and 9 semester hours of elective courses. Elective courses must be chosen in conjunction with and approved by the Director of Graduate Studies.

Decisions regarding possible waiver of foundation courses are made only after admission to the MBA program. If the student feels academically prepared, she/he may be able to "test out" of each of the eight foundation courses by taking proficiency examinations. These examinations can be scheduled only after consultation with the Director of Graduate Studies.

General Admission

Applicants to the Walker College of Business MBA program are evaluated on the evidence of character, maturity, intellectual ability, experience and other qualities essential to management responsibilities. Because these qualities cannot be measured in absolute terms, the admission decision is based on a balanced appraisal of the applicant's total record and overall excellence. The foundation for the admissions decision is the GMAT score and undergraduate academic performance.

While the MBA Admissions Committee looks for responsible academic performance and excellence on test scores as evidence of the applicant's ability to do well in graduate study, it also looks for qualities of personal development which are relevant to career success. Extracurricular involvement and leadership in college, useful assignments in military service or substantial work experience will add strength to the application.

While a larger number of students come to the Walker College of Business MBA program directly from college, many will have had intervening military and/or work experience.

Application. Each applicant must complete a Graduate Application which is available from the Graduate School at Appalachian or the Director of Graduate Studies in the Walker College of Business. The completed application should be returned to the Graduate School with a nonrefundable fee (currently \$15). The applicant is also required to provide official transcripts of all academic work and three recommendations, preferably from faculty members who can attest to the applicant's ability to do graduate work. Those applicants with significant work experience can provide work related recommendations.

Interviews. On-campus interviews are encouraged but not required. The Director of Graduate Studies in the Walker College is pleased to arrange informal discussions with faculty members or currently enrolled graduate students and prospective MBA students.

GMAT. All applicants must take the Graduate Management Admissions Test (GMAT) given at numerous colleges and universities four times a year by the Educational Testing Service of Princeton, NJ. Information concerning the dates and places of these examinations, as well as registration information, can be obtained by contacting the testing centers on the campuses of major colleges and universities, writing to GMAT, ETS, CN 6101 Princeton, NJ 08541-6101, or from the Director of Graduate Studies in the Walker College of Business.

Program Financial Aid

GRADUATE ASSISTANTSHIPS. A number of graduate service and research assistantships are awarded to students with outstanding academic credentials. Application for a Graduate Assistantship should be filled out and submitted with the Graduate Application.

SCHOLARSHIPS. The Walker College of Business offers a limited number of scholarships to graduate students on a competitive basis. Recipients can hold other financial aid such as assistantships and/or fellowships simultaneously. For further scholarship information, students should contact the Director of Graduate Studies in the Walker College of Business.

Students without an appropriate undergraduate degree in business may enter the first year of the program only during the Fall semester. Applications should be completed by May 31 so admission can be made in a timely manner. The second year of the program includes a complete summer session. Students with an appropriate undergraduate degree in business may enter the second year during the summer session or the Fall semester. Applications for this program should be completed no later than March 31 so admission can be made in a timely manner.

Overview of the MBA Program

FIRST YEAR

(For students without an undergraduate degree in business or those who need review)

		Fall Semester	
ACC	5090	Financial Concepts.....	3
FIR	5001	Law for Business Managers.....	3
ECO	5100	Business Statistics.....	3
MKT	5010	Marketing Management.....	3
			12
		Spring Semester	
FIR	5005	Financial Concepts.....	3
DS	5100	Production/Operations Management.....	3
ECO	5050	Analysis of Economics Policy.....	3
MGT	5010	Managing Human Resources I.....	3
			12

SECOND YEAR

(May be entered directly by students with undergraduate business degree)

		Summer Semester		S/H
		1st Summer Session		
ACC	5190	Managerial Accounting.....	3	
MGT	5030	Organizational Communication.....	3	
				6
		2nd Summer Session		
FIR	5010	Managerial Finance.....	3	
DS	5200	Information Systems.....	3	
				6
		Fall Semester		
MGT	5020	Managing Human Resources II.....	3	
DS	5260	Management Science.....	3	
ECO	5150	Business Economics.....	3	
		Elective	3	
				12
		Spring Semester		
MGT	5750	Organizational Strategy & Policy.....	3	
		Elective	3	
		Elective	3	
MKT	5020	Marketing Strategy.....	3	
				12
		Total Hours for the One-Year MBA Program		36
		Total Hours for the Two-Year MBA Program		60

Department of Chemistry

Chairperson: Brown

Graduate Faculty: Brown, Buchanan, Cartaya-Marin, Holder, Miles, Olander, Rhyne, Sink, Soeder, Williams

The Chemistry Department offers the Master of Science, and the Master of Arts in junior college or secondary school teaching. The Master of Science is a professional degree, preparing graduates for careers as professional chemists or for more advanced graduate work at the Ph.D. level. Both degrees require a research project and a thesis, and all graduate students are required to participate in weekly seminar discussion periods each semester in residence. A graduate student is required to make a minimum of two formal seminar presentations before receiving the degree. One presentation must describe the student's thesis research.

Master of Science in Chemistry

Prerequisite: undergraduate major in chemistry

Hours: 30, including a thesis for four hours

Required Courses: The following chemistry courses are required: 5002 (to be taken fall semester of the first year), 5050, 5060, 5070, 5090, and 5999. The remaining semester hours, for a total of 30 semester hours, will be elected from courses in chemistry numbered 4500 and above, and approved physics and mathematics courses.

Language: A reading knowledge of German, French, or Russian

Thesis: required

Comprehensive: required

Master of Arts in Chemistry with Teacher Preparation

Community, Junior and Technical College Secondary School Teacher

Prerequisite: undergraduate major in chemistry

Hours: 30, including a thesis for four hours

Required Courses: A minimum of six semester hours credit is required in professional education and psychology (eight semester hours credit required for secondary certification). The following chemistry courses are required: 5002 (to be taken fall term of first year), 5050, 5060, 5070, 5090 and 5999.

Professional Education Requirements: eight s.h. for the Secondary School Teacher
six s.h. for the Community, Junior and Technical College Teacher

Language: not required

Thesis: required

Comprehensive: required

Chemistry Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in chemistry. Specific requirements in these programs are worked out jointly by the Department of Chemistry and the appropriate department in the College of Education.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

*Senior/Graduate Courses***4560. Instrumental Methods of Analysis/(4).F.**

A study of some of the modern instrumental methods of analysis including electrochemistry, atomic and molecular spectroscopy, magnetic resonance spectrometry, mass spectrometry and gas chromatography. Corequisite: CHE 3303 or permission of instructor. Prerequisite: CHE 2210. Lecture three hours, laboratory three hours.

4580. Biochemistry I/(3).F;S.

This course covers the properties of amino acids, proteins, carbohydrates, lipids and nucleic acids and presents a brief introduction to enzymology. Major emphasis is on the chemistry of biological compounds. An introduction to intermediary metabolism is also presented. Prerequisite: CHE 2201. Lecture three hours.

4581. Biochemistry I Laboratory/(1).F;S.

Experimental investigations which supplement the study of the topics in biochemistry. Chemistry 4580 is co-requisite or prerequisite to Chemistry 4581. Laboratory three hours.

4582. Biochemistry II/(3).S.

This course will cover the intermediary metabolism of amino acids, nucleic acids, carbohydrates and lipids. Metabolic pathways and their associated enzymes are emphasized. Prerequisite: CHE 4580 with CHE 3301 recommended but not required. Lecture three hours.

4590. Spectral Interpretations/(2).F.

A study of the use of spectral data for the identification of organic compounds. Techniques will include UV, IR, NMR, MS, ORD and CD in the identification process. Prerequisite: CHE 2202. Lecture two hours.

4595. NMR Spectroscopy/(2).S.

The lecture portion of the course will cover basic nuclear magnetic resonance spectroscopy theory and practice, with particular attention given to the instrumentation available in the department. The laboratory portion of the course will focus on learning to utilize the nmr instrumentation available in the department. Prerequisite: CHE 4560 or 4590. Lecture one hour, laboratory three hours.

4600. Selected Topics/(1-4).On Demand.

An opportunity to study a special topic or combination of topics not otherwise provided for in the chemistry curriculum. May be repeated for credit when content does not duplicate. Prerequisite: Upper-division status or departmental permission.

4610. History of Chemistry/(3).S.

A study of the development of chemistry as a science with emphasis on the development of basic concepts, ideas and theories. Prerequisite: a year of introductory chemistry. Lecture three hours.

*Graduate Courses***5002. Chemical Literature/(1).F.**

A study of the literature of chemistry with literature search and bibliographic methods introduced. To be taken fall term of first year. Lecture one hour.

5050. Advanced Inorganic Chemistry/(4).F.

An investigation of inorganic stereochemistry, atomic orbitals, Valence Bond Theory, the Pauli Exclusion Principle, Molecular Orbital Theory, equivalency of orbitals, the chemistry of the transition elements, and discussion of chemistry of the elements, according to type, with regard to coordination number and stereochemistry. Lecture four hours.

5060. Advanced Analytical Chemistry/(4).S.

A study of the methods of chemical analysis using atomic and molecular spectroscopy, magnetic resonance, mass spectrometry, and electrochemical methods of analysis including electrogravimetric methods, coulometry, potentiometry, amperometry, polarography, and stripping analysis. Prerequisite: CHE 4560. Lecture four hours.

5070. Advanced Physical Chemistry/(4).F.

Rigorous treatment of the laws of thermodynamics and statistical mechanics. Applications to gases, solutions and other condensed phases, studies of surface effects. Lecture four hours.

5090. Advanced Organic Chemistry/(4).S.

A study of the type reactions of organic molecules. Nucleophilic aliphatic substitution, electrophilic aromatic substitution, addition to multiple bonds, free radical reactions and rearrangements. Lecture four hours.

5500. Independent Study/(1-4).F;S;SS.**5530-5549. Selected Topics/(1-3).On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the chemistry curriculum. May be repeated for credit when content does not duplicate. Prerequisite: graduate status.

5999. Thesis/(4).F;S;SS.

Graded on S/U basis only.

Department of Curriculum and Instruction

Chairperson: McEwin

Graduate Faculty: Allen, W. Blanton, Bosworth, Considine, Cross, Eckert, Fletcher, Green, Jones, Knight, Lawrence, C. Mamola, McEwin, McFarland, Murphy, Pritchett, Reck, Stahl, Thomason, Woodrow

Master of Arts degree programs are offered by the Department of Curriculum and Instruction in the areas of Business Education, Early Childhood Education, Educational Media, and Middle Grades Education. Educational Specialist degree programs are available in Elementary Education and Curriculum and Instruction. The department also administers the Instructional Technology concentration of the Educational Specialist Degree in Library and Media Studies. Additionally, graduate courses leading to graduate certification in the various fields of instruction in the secondary school (grades 9-12) are provided.

Master of Arts in Early Childhood Education (K-4)

Prerequisite: North Carolina "A" Certificate or its equivalent.

Hours: 30 semester hours with thesis, 36 semester hours without thesis

Required Courses:

CI	5560	Language Arts and Social Studies Instruction.....	3
CI	5570	Mathematics and Science Instruction.....	3
CI	5590	Advanced Study in Early Childhood Curriculum and Instruction.....	3
*CI	5900	Internship/Practicum.....	3
FDN	4560	Measurement and Assessment.....	2
FDN	5000	Research in Education.....	3

Total hours, thesis: 8-14 Total hours, non thesis: 14-17

Foundations:

FDN	5840	Social and Philosophical Foundations of Education.....	3
-----	------	--	---

Special Education:

One course in special education at the 4500 level or above.....3

Psychology:

One course in psychology at the 4500 level or above.....2-3

Academic Electives:

Academic electives are selected with the advice and approval of the academic advisor. Courses at the 4500 level and above are selected from the arts, the humanities, mathematics, the social sciences, the natural sciences, and reading.

Total hours, thesis: 7-10 Total hours, non-thesis: 10-13

Thesis Option:

CI	5999	Master of Arts Thesis.....	4
----	------	----------------------------	---

*Should be taken only by those without teaching experience at the grades K-4 level.

Comprehensive: Written

Language Requirement: None

**Master of Arts in Educational Media
(Audiovisual Specialist: Media Production)**

Students in the audiovisual specialist program acquire the knowledge and skills fundamental to the design, production, utilization, and evaluation of instructional media presentations. Emphasis is placed on selection of the appropriate media format to achieve specific instructional objectives and on the integration of all media in a systematic approach to teaching and learning. Students also learn to purchase, operate, and maintain the equipment needed to use or produce transparencies, photographs, videotapes, films, audiotapes, and slidetape presentations for instructional purposes in public schools, community colleges, educational institutions, libraries, hospitals, industry and the military.

Prerequisite Courses:

CI	4740	Photography	3
CI	4820	Instructional Technology	3
CI	4830	Critical Viewing Skills	3
CI	4840	Production of Educational Videotapes	3
CI	5300	Mass Media as an Educational Force	3

Required Courses:

CI	4770	Intermediate Photography	3
CI	5200	Multi-Image Production	3
CI	5552	Advanced Video Production	3
CI	5641	Media and Management	3
CI	5643	Advanced Production and Portfolio	3
CI	5921	Communication Theory and Instructional Design	3
CI	5930	Instructional Graphics	3
HPC	4840	Human Relations and Interactions	3
FDN	5000	Research in Education	3
LHE	5700	Educational Leadership	3

One of the Following:

CI	4760	Cinematography	3
CI	5100	Color Photography	3

One of the Following:

CI	4940	Film: Image and Influence	3
CI	4950	Documentary Film	3

One of the Following:

CI	5700	History of Instructional Technology	3
CI	5800	Logistics and Mediated Programs and Presentations	3

Total prerequisite hours.....15

Total required hours.....39

Comprehensive: Written

Language Requirement: None

Master of Arts in Educational Media (Instructional Technology Specialist: Telecommunications)

This program concentrates on the structure, organization, and operation of the school as the context in which media will be acquired, evaluated, produced, and applied. Successful completion of this program leads to certification as an Instructional Specialist: Telecommunications.

Prerequisite Course:

CI	4820	Instructional Technology	3
----	------	--------------------------	---

Required Courses:

CI	4740	Photography	3
CI	4840	Production of Educational Videotapes	3
CI	5200	Multi Image Production	3
CI	5300	Mass Media as an Educational Force	3
CI	5552	Advanced Video Production	3
CI	5930	Instructional Graphics	3
FDN	5000	Research in Education	3
FDN	5840	Social and Philosophical Foundations of Education	3
FDN	5540	Microcomputers in Education	3
LHE	5700	Educational Leadership	3
LIB	5010	Selection of Library Materials	3
LIB	5080	School Library/Media Center	3

One of the Following:

LHE	5010	Public School Administration	3
LHE	5420	Community, Junior, & Technical Colleges	3
CI	5641	Media and Management	3
CI	5800	Logistics of Mediated Programs and Presentations	3

Total prerequisite hours 3

Total required hours 39

Comprehensive: Written

Language Requirement: None

Master of Arts in Curriculum Specialist (Educational Supervision Specialist)

Prerequisite: North Carolina "A" Certificate or its equivalent from another state

Hours: 36 hours

Required Courses:

FDN	5000	Research in Education	3
LHE	5010	Public School Administration	3
LHE	5030	The Principalship	3
CI	5050	Supervision of Instruction	3
CI	5060	Curriculum Planning	3
LHE	5700	Educational Leadership	3
LHE	6900	Administration & Supervision Internship/Field Study	6

***One course from the following group:**

PSY	5555	Advanced Educational Psychology	2
FDN	5840	Social and Philosophical Foundations of Education	3

****Electives from Appropriate Department(s) 13-12**

*The course from this choice will be selected by the student in consultation with the advisor.

**All electives are to be chosen by the student in consultation with the advisor. Selection of electives is designed to improve general competence in instructional processes, and should not be construed as a substitute for a major program (or degree) in a particular specialty. This M.A. program is in curriculum instructional processes. Successful completion of this program will certify the student as a Curriculum-Instructional Specialist - Level I.

Comprehensive: Written

Language Requirement: None

Master of Arts in Middle Grades Education (4-6; 6-9)**Prerequisite:** A North Carolina "A" certificate in any area or its equivalent**Hours:** 30 semester hours with thesis, 36 semester hours without thesis**Required courses:**

CI	5170	Teaching the Emerging Adolescent.....	3
CI	5560	Language Arts and Social Studies Instruction.....	3
CI	5570	Mathematics and Science Instruction.....	3
CI	5580	Middle Level Curriculum and Instruction.....	3
FDN	4560	Measurement and Assessment.....	2
FDN	5000	Research in Education.....	3

One course in reading at the 4500 level or above with the advice and approval
of the academic advisor.....3

Total hours, thesis: 14 Total hours, non-thesis: 20

Other courses: (2-6 hours)***Select two to six hours with the advice and approval of the academic advisor:**

**CI	5900	Internship/Practicum.....	3
HPC	5100	The Teacher as a Counselor of Early Adolescents.....	2
PSY	5555	Advanced Educational Psychology.....	2-3
PSY	5560	Child Psychology.....	2-3
PSY	5565	Adolescent Psychology.....	2-3
FDN	4800	Education of the Culturally Diverse.....	3
FDN	5840	Social and Philosophical Foundations of Education.....	3
SPE	5628	Teaching Students with Learning and Behavior Problems.....	3
(LRE)			

Academic Concentration:.....9-12

Nine to twelve semester hours selected with the advice and approval of the academic advisor from ONE of the following areas: Art, English, Mathematics, Music, Natural Science, Social Studies, or Reading.

Thesis Option:

CI	5999	Master of Arts Thesis.....	4
----	------	----------------------------	---

Comprehensive: Written**Language Requirement: None**

*Persons who have not had a special education course must take SPE 5628 (LRE).

**Should be taken only by those without teaching experience at the grades 4-9 level.

Educational Specialist's Degree in Curriculum and Instruction

Prerequisites: Master's Degree, Graduate Record Examination Score, and approval of the Admission Committee and Chairperson of the Department. The following courses are required for the Ed.S. program. If not already taken, they must be taken concurrently with the program for no credit toward the Ed.S. degree.

LHE	5010	Public School Administration.....	3
CI	5050	Supervision of Instruction.....	3
LHE	5250	Conflict Management.....	3

Hours: 30 hours

Required Courses:

CI	5060	Curriculum Planning.....	3
LHE	5700	Educational Leadership.....	3
LHE	6900	Internship/Field Study.....	6
LHE	6050	Seminar in Supervision.....	2
CI	6530	Advanced Seminar in Curriculum and Instruction.....	3
		Electives.....	13

Electives May Include:

CI	5580	Middle Level Curriculum & Instruction.....	3
CI	6310	Analysis of the Teaching Process.....	3
LHE	5600	School Law.....	3
LHE	6180	School Finance.....	3
LHE	5250	Conflict Management.....	3
HPC	4790	Group Methods and Processes.....	3
FDN	5840	Social and Philosophical Foundations of Education.....	3

All elective courses are to be chosen mutually by the advisor and student.

Comprehensive: Written

Language Requirements: None

Educational Specialist in Elementary Education**Prerequisites:**

1. A Master's Degree and a valid North Carolina graduate level "G" certificate in a teaching area or its equivalent.
2. Three years of experience in education.

Hours: 30 semester hours

Courses:**Professional Education:**

CI	6310	Analysis of the Teaching Process (required).....	3
CI	6360	Survey of Research and Implications for Curriculum and Instruction (required).....	4
CI	6460	Issues, Trends and Problems in Curriculum (required).....	3
CI	6160	Field Study in Curriculum PROblems.....	3
		OR	
CI	6999	Educational Specialist Thesis.....	6
		AND	
FDN	6000	Seminar in Research Design.....	3

One to seven hours selected from the following with the advice and approval of the academic advisor:

CI	5580	Middle Level Curriculum and Instruction (required for 4-6 and 6-9 certification).....	3-4
CI	5590	Advanced Study in Early Childhood Curriculum and Instruction (required for K-4 certification).....	3
ART	5009	Teaching and Learning Processes in Art Education.....	2

Other electives approved by the academic advisor.

Academic Preparation (10-16 semester hours)

Ten to sixteen hours are required for the academic preparation area(s). Students requesting K-4 or 4-6 certification select courses from the arts, the humanities, mathematics, the social sciences, the sciences, and reading. Students requesting 6-9 certification select courses from ONE of the following: art, English, mathematics, music, natural science, social studies, and reading.

Comprehensive: Written

Language Requirements: None

Thesis: Optional, six semester hours

Educational Specialist in Educational Media (for Librarians)

The Ed.S. program in educational media (for librarians) provides the opportunity for individuals with work experience to update and expand their professional knowledge. Often students will use this degree program to develop a specialty within the profession.

The curriculum for the Ed.S. is planned for individual students with the aid of a faculty advisor or committee. The program can be heavily interdisciplinary, and should include a strong component of research or evaluation methods.

Thirty hours are required in the Ed.S. program. The concentrations in this degree program are as follows:

Instructional Technology

FDN	6000	Seminar in Research Design.....	1-3
		EITHER	
LHE	5430	Organization and Administration of the Community/Junior College and Technical Institute.....	3
		OR	
LHE	6050	Seminar in School Supervision.....	2
		EITHER	
FDN	6861	Post Secondary Education in America.....	3
		OR	
FDN	6600	Historical Survey of Reading Education.....	3

One of the following:

LHE	6631	Teaching and Learning in Post-Secondary Education.....	3
CI	5170	Teaching the Emerging Adolescent.....	3
FDN	5840	Social and Philosophical Foundations of Education.....	3

School Library Media (see Department of Library Science and Educational Foundation/*Graduate Bulletin*)

Secondary School Teacher ("G" Level Certification Program)

Prerequisites:

1. An undergraduate major in the teaching field
2. An "A" North Carolina teaching certificate or its equivalent

For required courses in the academic field, see the appropriate department.

Majors available to secondary teachers are: art, biology, chemistry, economics and business, English, French, geography, history, industrial arts, mathematics, music, physical education, social science*, and Spanish.

*See the Social Science section of the catalog and/or department in which the area of concentration is offered.

Academic major/concentration including academic research22-24 hours
(see the appropriate department for area requirements)

With thesis.....22

Without thesis.....24

Professional Courses.....9-12

Measurement and Assessment 2 hours required

FDN 4560 Measurement and Assessment.....2

Curriculum Studies 2-3 hours required

CI 5060 Curriculum Planning.....2-3

Cultural Foundations of Education

2-3 hours required

FDN 5840 Social and Philosophical Foundations of Education.....3

(the following courses may also meet this requirement with the approval of the appropriate chairperson and the student's advisor):

FDN 4800 Education of the Culturally Diverse.....3

FDN 4810 Education in Appalachian America.....3

FDN 5800 History of American Education.....3

Psychological Foundations of Education

2-3 hours required

PSY 5555 Advanced Educational Psychology.....2-3

PSY 5565 Psychology of Adolescence.....2-3

Electives (either in the academic concentration or professional education).....0-3 hours

(For a description of the course abbreviations used in the following list of courses, see page 50.)

*Senior/Graduate Courses***4590. Early Childhood Curriculum and Instruction/(4).F;S.**

The basic principles of curriculum and instruction as applied to early childhood. Development and organization of the curriculum with emphasis on integrating the multiple aspects. Selecting, planning, and utilizing materials, methods, activities and facilities suited to the young child. Course includes 60 hours of practical experience in an early childhood classroom and 45 hours of lecture. Prerequisites: CI 2800 and 3130 or permission of instructor. (Child Development majors only).

4640. Middle School Curriculum and Instruction (Grades 6-9)/(3).F;SS.

Development and organization of the curriculum with emphasis placed on communicative skills, the humanities, the social studies, and exploratory career education; selection and use of materials, methods, activities and facilities for programs suited to the early adolescent.

4740. Photography/(3).F;S;SS.

Basic theory, principles and techniques of black and white and color photography. Laboratory fee.

4750. Audiovisual Instruction/(2-3).F;S;SS.

Primary focus is on media in relation to learning. Direct experiences with transparencies, slides, recordings, tapes, photography, television, and video are provided.

4760. Cinematography/(3).F;S.

Introduction to the knowledge and technical skills needed to create films that communicate effectively. Application of these skills to the production of Super 8 sound films. Exposure to each of the three stages in the filmmaking process: preproduction, production, and post-production. Laboratory fee.

4770. Intermediate Photography/(3).F.

An intermediate photography course which strengthens skills previously acquired in black and white photography and introduces color photography. Prerequisite is a basic photography course or permission of the instructor. Fee.

4820. Instructional Technology/(3).F;S.

The course is intended to introduce students to the field of instructional technology including its theoretical and practical components. Students are introduced to traditional and emerging electronic communication systems and equipment, and consider the application such technology may have whether in education, business or industry. Particular attention is given to the instructional design process with emphasis placed on the relationship between the inception of a program or technology and the actual instructional application and implementation of it.

4830. Critical Viewing Skills/(3).F;SS.

This course develops the ability to critically analyze and interpret media messages, particularly those conveyed through the visual channel. While particular attention is given to film and television, including educational and mass media programming and production, the course recognizes that both film and television developed out of photography and attention is therefore given to reading still images as well as moving images. This involves studying elements such as illustrations in children's books, photo-journalism and advertising.

4840. Production of Educational Videotapes/(3).F;S.

Introduction to the knowledge and technical skills needed to create effective, low-budget single camera video programs. Exposure to the different equipment and program formats commonly used in schools, training programs, and media centers. Experience in each of the three stages in the production process: pre-production, production, and post-production.

4900. Internship/Student Teaching/(6 or 12).F;S.
Teaching experiences under supervision for one semester for students who plan to teach in grades K-12. Graded on S/U basis.

4940. Film: Image and Influence/(3).S.

The course examines the relationship between cinema and society. The American film industry is studied as a medium of mass communication with a potentially powerful influence. Film is examined from a sociological context and as historical evidence. Consideration is given to the ways in which films can be used for instructional purposes.

4950. Documentary Film/(3).F.

Students view and analyze a variety of documentary films in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which documentaries are made, and on examining the variety of techniques used to achieve those purposes. Students examine how and why every documentary is, to a varying degree, a creative treatment of actuality.

Graduate Courses

5032. Organization and Supervision of School Music/(2).S;SS.

The responsibilities of the music supervisor in relation to the classroom teacher, the music teacher, and the school administration. (Same as MUS 5032.)

5050. Supervision of Instruction/(2-3).S;SS.

A study of the nature and function of supervision, recent trends, teacher involvement in policy formation, the organization and techniques used in supervision.

5060. Curriculum Planning/(2-3).F;S;SS.

A study of principles, effective practices, and techniques appropriate for overall curriculum planning.

5100. Color Photography/(3).S;SS.

An advanced course which explores the theory, practice, and application of Color Photography. Regular assignments deal with color transparency films and color printing. Prerequisite is a basic photography course or equivalent, or permission of instructor. FEE.

5150. Organizing and Planning Student Teaching/ (2).F;SS.

A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers.

5160. Supervision of Student Teaching/(3).SS.

A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation.

5170. Teaching the Emerging Adolescent/(3).S;SS.

Study of the middle school student, examining cognitive, physical, emotional, social and aesthetic development. An interdisciplinary investigation drawing upon sources in the biological, behavioral, and social sciences. Emphasis will be placed on the child-in-school situation and on current research, especially in school settings.

5200. Multi-Image Production/(3).F.

A media production course which offers students the opportunity to acquire the cognitive, affective, and psycho-motor skills necessary to produce and present single and multiple projector slide/tape productions. Prerequisite is a basic university level photography offering or permission of instructor.

5300. Mass Media as an Educational Force/(3).S.

The course locates media production, evaluation, acquisition and application within the broad theoretical context of mass media research, particularly as it applies to children and adolescents. Attention is given to social learning theory and modelling based upon media role models. Media studies include motion pictures, television, radio, the recording industry, rock video, video games and computer technologies.

5500. Independent Study/(1-2).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. (Limit of six hours credit.)

5551. Creativity/(3).F.

A course to discover activities, skills and talents in the fostering of creativity. Emphasis will be given to readings and to designing models for programming creativity in the classroom.

5552. Advanced Video Production/(3).S.

This course examines video production, facility design and management, and program distribution in a professional systematic manner. Students will learn the knowledge and skills needed to successfully develop and maintain an educational or corporate video production facility. Prerequisite is CI 4840 or permission of the instructor.

5560. Language Arts and Social Studies Instruction/(3).F;SS.

A study of current research relating to teaching language arts and social studies. Emphasis is placed on strategies, practice, and materials for grades K-9.

5570. Mathematics and Science Instruction/(3).S;SS.

A study of the theoretical base for mathematical and scientific learning; the evaluation of conventional and innovative resources and approaches to teaching; the development of comprehensive models of mathematics and science education; and the development of teacher-made materials for grades K-9.

5580. Middle Level Curriculum and Instruction/(3-4).F;SS.

The study of a variety of curriculum designs and instructional strategies utilized at the middle grades level. Emphasis is placed on traditional and innovative programs and practices at the middle level. Trends and issues regarding middle level education are examined. Students selecting the four-hour option serve a minimum of twenty hours in a practicum in the middle grades.

5581. Advanced Curriculum Design/(3).F;S.

The physiological and psychological basis of learning. Curriculum development for various exceptionalities and the rationale and development to meet their needs.

5590. Advanced Study in Early Childhood Curriculum and Instruction/(3).F;SS.

An intensive study of curriculum and instruction in early childhood education, with emphasis on planning and evaluating learning experiences, organizing materials, structuring the environment, and encouraging the learning process. Includes study of alternative curriculum models in early childhood education and recent research in child development and learning as applied to the classroom setting.

5641. Media and Management/(3).S.

This course provides a broad background in management theory and practice. Emphasis is placed on how to manage media effectively and efficiently within an organizational context (school, industry, etc.) with particular attention given to the utilization of resources including personnel, budget, hardware, and the work environment. Strategies are discussed that enable media to be effectively utilized in order to solve training and corporate communication problems.

5643. Advanced Production and Portfolio/(3).S.

This is a required individual study course which serves as a synthesis production and presentation experience, involving close faculty supervision and a client/consultant relationship. Included in the course is a Comprehensive Major Project which will be client oriented and the preparation of a production portfolio suitable for professional presentation.

5700. History of Instructional Technology/(3).F.

A broad background and understanding of contemporary instructional technologies, processes and systems is provided. Readings and research from 450 BC to the present with emphasis on theoretical and methodological foundations for media research are examined.

5800. Logistics of Mediated Programs and Presentations/(3).F.

Hard data and facts for programmers and presenters from facilities planning to effective showmanship are examined. The application of hardware and software for teaching and training are located against the institutional environment and contexts in which a presentation takes place.

5900. Internship/Practicum/(3).F;S.

Provides direct experiences teaching in grades Kindergarten through nine. Students are required to spend 90 hours teaching in classrooms appropriate to the level(s) of certification sought. This internship/practicum is designed only for those without appropriate experience in their Master of Arts major, as determined by the students' academic advisory committees.

5921. Communication Theory and Instructional Design/(3).F.

The primary purpose of this course is to survey the basic features of the process of communication and relate these features to the special area of media. Special emphasis is placed on the influence of communication theory in instructional design situations.

5930. Instructional Graphics/(3).On Demand.

Examination of basic design principles and concepts in the selection, preparation, and evaluation of graphic materials. Course includes laboratory experience in layout, mechanical lettering, coloring, transparency production, and graphic duplicating processes.

5999. Thesis/(1-4).F;S;SS.

6160. Field Study in Curriculum Problems/(3).F;S.

Students develop a conceptual framework based on general system theory for guiding, developing, and evaluating elementary school curriculum improvements. Students conduct a research project analyzing the design and development of school curriculum planning with emphasis on current trends and issues in elementary school curriculum (K-9).

6310. Analysis of the Teaching Process/(3).S;SS.

Examination of the teacher-pupil and pupil-pupil interaction in the classroom through study of original relevant research disciplines concerning human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials and the structure of the classroom society on the accomplishment of education objectives.

6360. Survey of Research and Implications for Curriculum and Instruction/(4).SS.

This course emphasizes the reading and interpretation of research on designated topics within the school curriculum. Through collaboration and dialogue among class members, resulting implications for classroom instruction are determined.

6460. Issues, Trends, and Problems in Curriculum/(3).F;SS.

Analysis of current practices, problems, and trends in elementary education with emphasis on improved programs.

6500. Independent Study/(1-4).F;S;SS.**6530-6549. Selected Topics/(1-3).On Demand.**

Consideration of group and individual investigations in elementary education.

6999. Educational Specialist Thesis/(1-6).F;SS.

Offered on an S/U basis only.

Master of Arts in Business Education

The College of Education, through the Department of Curriculum and Instruction, offers the Master of Arts (M.A.) in Business Education (Concentrations are available in Business Education or Marketing Education along with Area specialization in Community, Junior and Technical College teaching, or in Secondary teaching.)

Overview of the Master of Arts in Business Education Program

The objective of the major in Business Education is to prepare teachers of business and business-related subjects. Two teaching specializations are available: Area I-two-year colleges; and Area II-secondary schools.

Undergraduate prerequisites include ECO 2030, 2040, 2100, ACC 2100, 2110, MKT 3050, FIR 2150, CIS 2660, and BE 2110, BE 3340, BE 3380, BE 3820, BE 3895, BE 4510, BE 4610, and BE 4650. Any or all of these courses may be waived if the student has taken equivalent work. Prerequisite courses may also be waived by written examination if the student feels academically prepared through appropriate business experience. There is a \$20 fee for such examinations. Students lacking some or all of the prerequisites, if otherwise qualified, may be admitted on a "provisional" basis until the prerequisites are completed. The program requires a minimum of 36 semester hours. A thesis (four hours credit) is optional, and no foreign language is required.

The graduate concentration curriculum requires 21 hours from among:

BE	5110	Advanced Methods of Teaching Business Education Skill Subjects
OR		
BE	5120	Advanced Methods of Teaching Accounting and Basic Business Subjects (BE)
BE	5300	Administration and Supervision of Vocational Education (BE/ME)
BE	5310	Program Planning in Vocational Education (BE/ME)
BE	5900	Internship in Vocational Education (BE/ME)
BE	5220	Current Issues and Trends in Marketing Education (BE/ME)
CI	5999	Thesis (Thesis option program only.) (ME/BE)

The remaining hours are approved electives to be chosen in consultation with the Departmental Graduate Advisor.

For Specialization I (Secondary School Teaching), required courses include:

FDN	4560	Measurement and Assessment
CI	5060	Curriculum Planning
FDN	5000	Research in Education
FDN	5840	Social and Philosophical Foundations of Education
PSY	5565	Psychology of Adolescence

It is necessary for a student to hold a Business Teacher Certificate to complete the M.A. option in Area I (Business Secondary Education).

Fifteen hours are required in Business Education or Marketing Education. For Specialization II (Community, Junior, and Technical College teaching), required courses include:

LHE	5420	The Community/Junior College and Technical Institute
LHE	5440	Instruction in Postsecondary Institutions
CR	4560	Measurement and Assessment
FDN	5000	Research in Education

and 3 hours in professional education as recommended by the Departmental Graduate Advisor.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4510. Office Management/(3).F.

Study of the responsibilities, problems and duties of the office manager approached from a management viewpoint; study made in managing the modern office from both a traditional and computerized office systems approaches; study of administering systems and procedures in office work and expansion of knowledge and techniques used to reduce and control office costs. Prerequisites: BE 3380.

4610. Coordination Techniques and Job Analysis for Vocational Business and Marketing Education for Teachers/(3).F;SS.

An analysis of the job in which prospective students are placed in a cooperative office and/or marketing education for teachers program and methods and techniques of coordinating the work.

4650. Data Processing Applications for Business Teachers/(3).F;SS.

Provides students with a basic understanding of applied automated integrated office systems. The course focuses on microcomputer and software packages that enable a microcomputer to accomplish various business and business education applications and tasks. The impact of computer technology and electronic information systems in business operations on students studying the business curriculum at the secondary level will be emphasized. Prerequisite: Senior or Graduate standing and introductory data processing/computer course.

4810. Seminar/(3).On Demand.

4850. Management of Occupational Education Youth Organizations/(3).S.

A study of how to organize and administer youth organization in occupational business and marketing education for teachers in order to establish an excellent learning situation.

4851. Organization and Administration of a Marketing Education for Teachers Program/(3).F.

A study of the philosophy, practices, and procedures used in the organization and administration of an occupational marketing education for teachers program.

4852. Methods in Marketing Education for Teachers/(3).S;SS.

A study of approved methods of teaching Marketing Education for Teachers. Prerequisites: FDN 3040 and PSY 3302.

Graduate Courses

5050. Current Problems in Business Education/(2).On Demand.

Problems in organizing and administering business education programs.

5080. Business Report Writing/(2).On Demand.

A study of business report writing required of men and women in their professional careers in business, industry, education, and government. Emphasis is on concepts in creative and functional aspects in understanding the problems, gathering and organizing data, and writing reports for management, employees, and the public.

5100. Administration and Supervision of Vocational Office Education/(3).SS.

A study of principles, practices, and techniques of organizing and supervising vocational office education programs.

5110. Advanced Methods of Teaching Business Education Skill Subjects/(3).SS.

Designed to strengthen the technical competence of the business teacher and to improve instruction in the skill subjects such as keyboarding/typewriting, word processing, shorthand, and office procedures.

5120. Advanced Methods of Teaching Accounting and Basic Business Subjects/(3).SS.

Introduces methods of teaching secondary accounting and basic business courses. Emphasis is placed on technology and recent research. Appropriate materials and equipment will be examined.

5220. Current Issues and Trends in Marketing Education/(3).SS.

An analysis of current trends, issues, and research in Marketing Education with special emphasis on their applications to classroom and program practices.

5300. Administration and Supervision of Vocational Education/(3).F.

A comprehensive study of the administrative structure of vocational education at the local, state, and federal levels and in industry. Administrative planning; facilities, equipment selection and management; personnel management; supervision of instruction; personnel and professional development; and instructional management in vocational education are emphasized.

5310. Program Planning in vocational Education/(3).S.

Concepts and principles involved in planning local vocational education programs. Experiences will focus on identification of the educational needs of students, selection of course content, curriculum design, and evaluation of materials.

5500. Independent Study/(1-4).F;S.

5530-5549. Selected topics/(1-4).On Demand.

5900. Internship in Vocational Education/(3).F;S;SS.

This internship places students in business, governmental and school environments. Graded on S/U basis.

5999. Thesis/(4).F;S;SS.

Graded on S/U basis.

Department of Decision Sciences

Chairperson: Fitzpatrick

Graduate Faculty: Fitzpatrick, Roy, Tillman

The Walker College of Business, through the Department of Decision Sciences, offers course work which forms a part of the MBA program (see MBA program description, page). Prerequisite to graduate study is admission to the MBA program or permission of the Director of Graduate Studies in the Walker College of Business.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

COMPUTER INFORMATION SYSTEMS (CIS)

Senior/Graduate Courses

4690. Data-Base Processing/(3).F.

This course introduces the student to the properties, logic, design, implementation and accessing of business data-bases as contrasted to conventional data file creation and maintenance techniques. Particular emphasis is placed upon the CODASYL approach to data-base management and processing, which focuses more on the logical nature of a data-base than its physical characteristics. CODASYL data-base programming assignments are drawn from the fields of business and government. Prerequisite: CIS 3670.

4790. Current Topics in Information Systems/(3).F;S.

Advanced topics in the field of Business Data Processing will be studied. These topics may include but are not limited to Data Communications, Advanced Systems Analysis, Distributed Processing Systems, Micro-processing and/or Business Software Packages. Prerequisites: CIS 3550 and 3670 or permission of instructor.

4810. Seminar/(3).On Demand.

4851. Advanced Systems Design/(3).F.

A continuation of CIS 3550. Emphasis will be placed on system design and implementation of information systems. Projects, including software development, will be assigned for different types of organizations (public and private sector). Prerequisite: CIS 3690 or consent of instructor.

PRODUCTION/OPERATIONS MANAGEMENT (POM)

Senior/Graduate Courses

4651. Applied Operations Management/(3).F;S.

A study and application of quantitative tools of analysis used in production and operations management. Specific topics include decision theory and mathematical modeling, linear programming, queuing theory, network models, inventory analysis and operations processes. Cases and projects are widely used. Prerequisites: POM 3650 and ECO 3100.

4740. Applications for Forecasting Techniques/(3).S.

The study of the behavior of time series (data collected over a period of time) in order to explain past and forecast future events and conditions in business and economics. Major emphasis will be placed on the understanding and application, rather than the theoretical and computational aspects, of the statistical techniques. This will be accomplished through heavy usage of canned computer programs (same as ECO 4740). Prerequisite: ECO 3100, or permission of the instructor.

4750. Management Science/(3).F.

An examination of the quantitative techniques applicable in decision-making activities in the organization seeking optimum solutions in the prototype problem areas (allocation of resources, inventory, routing, sequencing, queuing, etc.). Topical areas such as mathematical programming (linear, quadratic, integer), inventory models, queuing theory both finite and infinite systems will be covered. Prerequisite POM 3650.

4810. Seminar/(3).On Demand.

4850. Integrated Manufacturing Systems/(3).F;S.

An examination of the recent developments and trends in information and manufacturing technologies and their impact on production/Operations Management. Case studies are used to illustrate the design, implementation and operation of an integrated manufacturing system covering such functions as aggregate planning, master scheduling, inventory planning and control, capacity planning and control, materials requirements planning, production scheduling and quality control. Prerequisites: CIS 3550 and POM 3650.

Graduate Courses

5100. Production/Operations Management/(3).S.

A survey of quantitative methods in management with emphasis upon production and operations management problems and techniques. Analysis of production/operations functions, using cases and computer applications. Includes: forecasting, allocation, inventory control, decision theory, mathematical modeling, scheduling, quality control and other topics. Prerequisite: Admission to a COB Graduate Program or permission of the Director of Graduate Studies, Walker COB.

5180. Systems Management/(3). On Demand.

Introduction to General Systems Theory and its application to the analysis, design, and operation of information systems. Emphasis will be placed on the design and management of information technology, cybernetics, real-time systems, models and simulations, and man-machine systems. Prerequisite: Graduate standing.

5181. Decision Support and Expert Systems/(3).F.

An analysis of the highest level of information support systems which serve the manager/users, the information structure levels needed to implement such systems, and methods of designing, developing, and implementing support systems. Prerequisite: Admission to the MBA Program or by permission of the Director of Graduate Studies, Walker COB: DS 5010.

5200. Information Systems for Planning and Control/(3).F;S.

Design of systems to produce information for planning and control. Survey of approaches and techniques employed at the strategic, managerial, and operational levels. Special consideration of budgeting and control methods. Impact of planning and control information on human behavior. Prerequisite: Graduate Standing.

5260. Management Science/(3).F.

Introduction of important models from operations research and management science. Incorporates theory and application of decision analysis, linear and integer programming, the transportation and assignment models, networks, queuing theory, simulation and other topics. Prerequisite: Admission to the MBA Program or permission of the Director of Graduate Studies, Walker COB.

5300. Information Resource Management/(3).S.

A seminar course providing a broad overview of the information systems management function. Emphasis on information systems management, with particular attention on planning, organizing, and controlling user services and managing the computer information systems development process. Prerequisite: Admission to the MBA Program or by permission of the Director of Graduate Studies, Walker COB: DS 5180 and DS 5181.

5550. Management Information Systems/(3).S.

A study of methods and procedures of computerized data processing and how they should be used to create viable management information systems. Includes administrative uses and limitations of electronic computers in an information system. Measures of information system effectiveness, documentation procedures, data security, legal implications and personnel requirements as well as system configurations and software are included. Prerequisite: Admission to the MBA Program or by permission of the Director of Graduate Studies, Walker COB: DS 5180, DS 5181.

Department of Economics

Chairperson: Ellis

Graduate Faculty: Bowden, Combs, Courbois, Durden, Elledge, Ellis, Gaynor, Kirkpatrick, McRae, Millsaps, Perri

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4510. Senior Honors Research and Thesis/(3).On Demand.

Independent in-depth research and analysis and preparation of a thesis on a significant topic in Economics, directed by a member of the graduate faculty in Economics. A thesis is presented orally and in writing to the Economics Department. Oral examination and grade assigned by the departmental honors committee. Required for graduation "with honors in Economics." A student who completes this course with a grade of B, and who graduates with a GPA of 3.5 in Economics course, will graduate with honors in economics; with a grade of A, and a GPA of 3.7 in economics courses, a student will graduate "with highest honors in Economics." Prerequisites: GPA of at least 3.5 overall and a 3.5 in Economics courses. Approval of proposed research topic and methods by departmental honors committee and assignment of research thesis advisor during the semester prior to enrollment in this course. Open only to majors in Economics during their final undergraduate semester.

4550. Public Finance and Taxation/(3).F.

Economics analysis of government revenues and expenditures, impact of the government budget, shifting and incidence of taxation, public debt, fiscal policies. Prerequisites: ECO 2030, 2040.

4610. Economics of Health Care/(3).S.

Economic Theory is applied to the health care industry. Included is an overall perspective of the health care industry, identification of the factors influencing the demand for and the supply of health care; identification of some costs and benefits of health programs, hospital organization and efficiency, and a consideration of alternative methods of financing health care. Prerequisite: ECO 2030, 2040, and 2100.

4620. Commercial Bank Management and Operations/(3).F.

A seminar in applied banking. The student is guided by bankers through an analysis of the major functions of a commercial bank, including operations, loans, asset management, and trusts. Student research project involves interviews with bankers. Prerequisites: ECO 2030, 2040, also ECO 3070 or permission of the instructor.

4630. History of Economic Thought/(3).S.

Origin, development, and analysis of the major trends, contributions, and conflicts in the development of modern economic philosophy, analysis, and theory. Prerequisite: ECO 2030, 2040.

4640. International Economic Policy/(3).S.

A seminar in foreign economic policy issues. Issues such as balance of payment disequilibrium and adjustment, tariff and trade policy, the exchange rate, trade and aid in developing countries, East-West trade restrictions, regulation of multinational corporations, are presented through the most current readings in professional and practitioner's journals. Prerequisite: ECO 3410 or permission.

4710. Managerial Economics/(3).S.

Use of statistical and mathematical concepts and techniques in solving problems in economics. Microeconomic theory is reviewed and optimizing techniques are used in decision making. Prerequisites: ECO 2030, 2040, and 2100 or equivalent.

4720. Labor Economics/(3).S.

An analysis of the labor market including the demand and supply of labor under various market structures. In addition, labor unions and other market constraints are analyzed and the aggregate level of employment is considered. Prerequisites: ECO 2030, 2040.

4740. Applications for Forecasting Techniques/(3).F.

The study of the behavior of time series (data collected over a period of time) in order to explain past and forecast future events and conditions in business and economics. Major emphasis will be placed on the understanding and application rather than the theoretical and computational aspects of the statistical techniques. This will be accomplished through heavy usage of canned computer programs (same as DS 4740). Prerequisite: ECO 3100, or permission of the instructor.

4750: Econometrics/(3).S.

Identification, measurement, and interpretation of demand, production, cost and consumption relationships, including simple and multiple regression analysis of time series and cross sectional data. Prerequisites: ECO 2030, 2040, and 3100 or equivalent.

4800: Urban and Regional Economics/(3).F.

An examination of the institutional background necessary for urban and regional growth. An introduction to theoretical models of growth. Prerequisites: ECO 2030, 2040.

4810. Seminar in Economics/(3).On Demand.

Analysis of selected economic issues and problems. Courses subject to be offered at various times include: economics of state and local government, comparative economic systems, current economic issues, American or European economic history, and others. Prerequisites: Senior standing, ECO 2030, 2040, and permission of the instructor.

Graduate Courses

5050. Analysis of Economics Policy/(3).S.

Rigorous study of the theoretical foundations of the determination of prices, national income and employment. Topics include supply and demand analysis, economic cost and production theory, marginal analysis for output determination and resource employment, measurement of macroeconomic aggregates, regulation of money and security markets, analysis of fiscal and monetary policy, foreign exchange markets and balance of payments. Emphasis is on preparing students to make valid applications of practical decision techniques. Prerequisite: Admission to COB Graduate Program or by permission of the Director of Graduate Studies, Walker COB.

5100. Business Statistics/(3).F.

Introduction to statistical analysis. Topics include descriptive statistics, probability, sampling techniques and distributions, point and interval estimation, hypothesis testing and non-parametric tests. Prerequisite: Admission to COB Graduate Program or permission of the Director of Graduate Studies, Walker COB.

5150. Business Economics/(3).F.

Intensive study of economic decision techniques for management. Topics include estimation of demand and cost function, analysis of economics forecasts and business cycles, analysis of price and non-price competition, allocation and distributional effects of regulation, taxation, and fiscal and monetary policy, cost-benefit and cost effectiveness analyses for the not-for-profit sector. Primary emphasis will be placed on the understanding and application, rather than the theoretical and computational aspects, of these techniques. Prerequisite: Admission to the MBA Program or permission approved by the Director of Graduate Studies, Walker COB.

Department of English

Chairperson: Hilton

Graduate Faculty: Arnold, Barth, Boyd, Brewer, Coulthard, Dunlap, Gaston, Higbie, Higby, Hilton, Huntley, Hurley, Lewis, Lightfoot, Logan, Lysiak, McGowan, McLaughlin, Maiden, Moore, Rupp, Staub, Stilling, Wård, H. Williams, Williamson, Wölff.

The Department of English offers the academic Master of Arts and Master of Arts with teacher preparation degrees. The Master of Arts degree requires concentrated advanced study of English and American language and literature, although provision is made for an elective minor in a related academic field. The Master of Arts degree with teacher preparation requires that advanced study of English be supplemented with graduate courses in professional education. Two specialties are offered to students pursuing the Master of Arts degree with teacher preparation, either in secondary education or in community, junior, and technical college teaching. With either specialty the requirements in English remain the same. All graduate programs in English require appropriate prior training, preferably a major in English with evidence of academic success. In unusual cases the English Department will admit students whose prior training has not been primarily in English but who show clear evidence of the ability to pursue graduate study in English successfully.

Master of Arts in English

The Master of Arts degree in English requires a minimum of thirty hours of graduate credit, including three hours' credit for English 5000, Bibliography and Research, and three hours' credit for completion of the thesis. An additional requirement is reading knowledge of a foreign language, which may be satisfied by transcript evidence of two years' undergraduate study of a foreign language or by an examination arranged in the Department of Foreign Languages. A program of at least 18 elective hours of graduate study in English should be planned by the student with the Graduate Advisor during the first semester after enrollment. Students in pursuit of the Master of Arts degree may develop a minor of eight to 12 hours in a related academic field, but those electing to do so should plan more than 30 hours of graduate study to complete their degree. The comprehensive examination requirement is met by successful completion of a written examination (four hours) and an oral examination (one hour).

Master of Arts in English with Teacher Preparation

The Master of Arts degree in English with teacher preparation requires a minimum of 36 hours of graduate credit, including three hours' credit for English 5000, Bibliography and Research, and six hours' credit for courses in community, junior, or technical college teaching or eight hours' credit for courses in secondary education. In the teacher preparation program in English, neither the thesis nor foreign language training is required, but students may elect to write a thesis (and in most cases will have fulfilled a language requirement on the basis of normal undergraduate training in English). Students should plan to take nearly all of their elective hours in English and should plan a course of study with the Graduate Advisor in English during the first semester after enrollment. The comprehensive examination requirement is met by successful completion of a written examination (four hours) and an oral examination (one hour).

English Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in English. Specific requirements in these programs are worked out jointly by the Department of English and the appropriate department in the College of Education. Students interested in academic concentration in English should be aware that adequate prior training and aptitude for studies in language and literature will be necessary to assure success.

Minor in English

A graduate (M.A.) minor in English consists of 8-12 semester hours selected from English offerings numbered 4500 and above.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

*Senior/Graduate Courses***4590. World Literature/(3).F;S.**

A study of literary content, theories, and problems of a specific world-epoch.

4610. Modern English Grammar/(3).On Demand.

An examination of the syntactic structures of English as described by structural and transformational grammarians.

4660. History of the English Language/(3).F;S.

A study of national, regional, and social varieties of English with particular attention to phonological, morphological, and cultural development.

4700. Technical Writing/(3).S.

Emphasis on advanced applied professional writing skills: proposals; analytical, fact-finding, and progress reports; and specialized applications such as abstracts, instructions, process descriptions, definitions, and lab reports.

4730. The Novel/(3).S.

A study of selected novels from English, American and world literature.

4760. Literary Criticism/(3).S.

Studies of the classical critics in translation and of the contemporary critics, with emphasis on specific techniques.

4770. Early American Literature/(3).F.

Studies in the works of the founders of American political, religious, and literary culture as reflective of trends in intellectual history.

4780. Nineteenth-Century American Literature/(3).S.

Examination of the major authors under whose leadership American literature achieved world prominence.

4790. Twentieth-Century American Literature/(3).S.

A study of poetic and prose works most characteristic of modern American literature and thought. Emphasis on major writers.

4800. Colloquium/(1-4).On Demand.

Content to vary; may be repeated for credit when content does not duplicate.

4810. Folklore/(3).S.

A survey of folkloric genres (narrative, drama, song, proverb, riddle, custom, belief, game) with attention to their forms, transmission, and functions in traditional and urban societies.

4820. Early English Literature/(3).F.

An introductory study of medieval English literature and Middle English.

4830. Shakespeare I/(3).F.

A study of Shakespeare's comedies and histories.

4840. Shakespeare II/(3).S.

A study of Shakespeare's tragedies.

4850. Seventeenth-Century English Literature/(3).S.

A study of literature written during the seventeenth century in England, with each offering limited to selected works.

4860. Restoration and Eighteenth-Century Literature/(3).S.

A study of the literature written in England during the years 1660-1800. Each offering is limited to selected works and authors of the period.

4870. The English Romantic Movement/(3).F.

A study of selected works of Blake, Wordsworth, Coleridge, Southey, Scott, Byron, Shelley, and Keats, with some attention to essayists and minor poets of the Romantic Movement.

4880. Literature of the Victorian Period/(3).F.

A study of selected major English poets, novelists, and essayists of the latter part of the nineteenth century.

4890. Twentieth-Century British Literature/(3).F.

A study of major themes and literary techniques in Twentieth Century British Literature.

4900. Internship in Writing/Editing/(1-12).F;S;SS.

On-the-job work experience individually tailored to student's career orientation. Graded S/U.

*Graduate Courses***5000. Bibliography and Research/(3).F;SS.**

A study of bibliographical problems, types of research organization and reporting of research. Required in the first semester of beginning graduate students.

5100. Approaches to Composition/(3).S.

A study of representative works about the teaching of writing with emphasis on the variety of approaches available to the prospective teacher.

5500. Independent Study/(1-3).F;S;SS.

Directed study of a topic not offered in regularly scheduled course.

5530-5549. Selected Topics/(1-3).On Demand.

Content to vary; may be repeated for credit when content does not duplicate.

5600. Literary Theory and the Teaching of English/(3).On Demand;SS.

A study of the application of critical approaches to the teaching of literature in high school and the two-year college. Offered summer school only, as demand warrants.

5620. Linguistics for the Teacher of English/(3).On Demand;SS.

Selected topics in applied linguistics. Topics may include Black and Mountain dialects, linguistics as an interpretive approach to literature, and hyper-modern linguistic theory. Offered summer school only, as demand warrants.

5770. Colonial and Federal American Literature/(3).F;SS.

An intensive study in selected major authors from the founding of the English colonies through the early stage of the American Republic. Offered alternate years with 5780. Offered 1989-90, Fall; 1991, SS.

5780. Nineteenth-Century American Literature/(3).F;SS.

An intensive study of the works of such major writers as Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Twain, James, and Crane. Offered alternate years with 5770. Offered 1990-91, Fall; 1990, SS.

5790. Twentieth-Century American Literature/(3).F;SS.

An intensive study of such major writers as Frost, Faulkner, Fitzgerald, and Hemingway. Offered alternate years with 5890. Offered 1989-90, Fall; 1991, SS.

5810. Chaucer/(3).S;SS.

A critical study of *The Canterbury Tales*, other works selected from the Chaucer canon, and related medieval texts. Offered alternate years with 5840. Offered 1989-90, Spring; 1991, SS.

5820. Renaissance Non-Dramatic Literature/(3).F;SS.

A comprehensive study of the non-dramatic literature of the English Renaissance including such major writers as More, Sidney, Raleigh, and Spenser. Offered alternate years with 5830. Offered 1989-90, Fall; 1991, SS.

5830. Renaissance Drama/(3).F;SS.

An intensive study of selected playwrights of the Elizabethan, Jacobean, and Caroline periods, including the University Wits, Jonson, Dekker, Marston, Beaumont and Fletcher, Webster. and Ford. Offered alternate years with 5820. Offered 1990-91, Fall; 1990, SS.

5840. Shakespeare/(3).S;SS.

An intensive study of selected works from the Shakespeare canon. Offered alternate years with 5810. Offered 1990-91, Spring; 1990, SS.

5850. Milton/(3).S;SS.

An intensive study of *Paradise Lost*, other works selected from the Milton canon, and related texts. Offered alternate years with 5865. Offered 1989-90, Spring; 1991, SS.

5865. Eighteenth-Century British Studies/(3).S;SS.

An intensive study of selected topics of major literary interest during the period 1660-1800, e.g., Restoration Drama, the Tory Wits, and Johnson and his Circle. Offered alternate years with 5850. Offered 1990-91, Spring; 1990, SS.

5870. Romantic Period/(3).S;SS.

An intensive study of selected authors of the Romantic period considered in relation to general concepts of romanticism. Offered alternate years with 5880. Offered 1989-90, Spring; 1991, SS.

5880. Victorian Period/(3).S;SS.

An in-depth study of one or more major poets, novelists or prose writers, with emphasis upon the thought and style of the selected writer or writers and the relationship between the literature and the intellectual milieu of the period. Offered alternate years with 5870. Offered 1990-91, Spring; 1990, SS.

5890. Twentieth-Century British Literature/(3).F;SS.

An intensive study of the works of such major writers as Yeats, Lawrence, and Joyce. Offered alternate years with 5790. Offered 1990-91, Fall; 1990, SS.

5900. Practicum in the Teaching of English/(1).F.

Practical experience in the teaching of composition and literature. Emphasis on the problems encountered in the teaching of English 1000 and 1100 and attention to a variety of instructional strategies. Required of all teaching assistants. Grading on S/U basis.

5910. World Literature/(3).S;SS.

A seminar in Classical, Continental, or Oriental literature in translation. Emphasis will be indicated in term schedules. Offered alternate years with 5980. Offered 1990-91, Spring; 1990, SS.

5980. Contemporary American and English Literature/(3).S;SS.

An examination of recent trends in post-WW II writing and thought, with emphasis on the New American poetry in theory and practice, experiments in post-Modern novels, and the Theater of the Absurd (and beyond). Offered alternate years with 5910. Offered 1989-90, Spring; 1991, SS.

5999. Thesis/(3).F;S;SS.

Graded on S/U basis only.

Department of Finance, Insurance, and Real Estate

Chairperson: Davis

Graduate Faculty: Davis, Cherry, Followill, Geary, Johnson, Jones, Schellenger

The Walker College of Business, through the Department of Finance, Insurance, and Real Estate, offers course work which forms a part of the MBA Program (see MBA program description, page). Prerequisite to graduate study is admission to the MBA program or permission of the Director of Graduate Studies in the Walker College of Business.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4560. Real Estate Investment/(3).F.

Analysis of real estate investments, using modern tools such as the computer. Current issues as well as analytical methods are presented. Includes financing and income tax considerations. An investment analysis will be required. Prerequisite: FIR 2850.

4576. Insurance in Business and Estate Planning/(3).S.

Covers the orderly and efficient disposition of personal and commercial interests in property, including business insurance and the taxation of estates, gifts and trusts. Prerequisite: FIR 3072.

4610. Management of Financial Intermediaries/(3).F.

A study of the intermediaries who function in the money and capital markets bringing together savers and borrowers. Emphasis is placed on the competitive structure of the industry and managerial problems of the several institutions. Prerequisite: FIR 3680.

4620. Investment Management/(3);F;S;SS.

A survey of investment media and investment goals, with emphasis upon their economic effects and relationships to the private investor. Traditional (fundamental and technical) and modern (randomized selection and efficient diversification) approaches are used for investment decision making. Prerequisite: FIR 3680.

4630. Working Capital Management/(3).F.

Considers the day-to-day decisions of the financial manager with regards to the firm's working capital position. Topics examined in detail include cash and marketable securities management, accounts receivable management and inventory management. Practical problems and decisions are simulated through use of the case method. Prerequisite: FIR 3680.

4660. Financial Decision Making/(3).F;S.

The capstone study of the application of financial policy. Emphasis is placed on problem solving through the use of cases. This course integrates all financial areas. Prerequisite: FIR 3690.

4704. Property Development Planning/(3).S.

An analysis of the major elements of community growth and their relation to a proposed real estate development. Included is an examination of local, state, and federal development regulations as well as the relationship of the proposed development with several contemporary intra-urban problems such as: Pollution, transportation, public utilities, and the local political environment. Prerequisite: FIR 2850.

4750. International Business Finance/(3).S.

A study of the financial decision-making process of a multinational enterprise when funds are transferred over national borders and from one economy and currency system to another. Prerequisite: Admission to the MBA Program. FIR 5005, 5020, 5030. (Eff. Spring, 1989).

4810. Seminar/(1-3).On Demand.

4910. Seminar: Hospital and Health Law/(3).On Demand.

This course is designed to provide students with a background in hospital law principles, emphasizing particularly the basis of liability of public and private hospitals.

4920. Law and Business Regulation/(3).On Demand.

This course explores the legal problems created by the thrust and magnitude of the governmental regulatory agency. Specific agencies such as the SEC, the FTC, the EEOC, and the EPA will be examined. Case examples will be used to demonstrate the interaction between the regulatory process and the courts. Prerequisite: FIR 2150.

Graduate Courses

5001. Law for Business Managers/(3).F.

A study of law that shapes the environment in which business decisions are made. Legal, ethical and societal goals are explored and their interrelationship with corporate objectives analyzed. Prerequisite: Admission to COD Graduate Program or permission by the Director of Graduate Studies, Walker COB.

5005. Financial Concepts/(3).S.

An introduction to the financial and ethical concepts needed for the management of a business firm. Emphasis is placed on the investment, financing and dividend decisions of the firm both in the U.S. and abroad. Financial software packages are used for analysis. Prerequisite: Admission to COB Graduate Program or permission of the Director of Graduate Studies, Walker COB.

5010. Managerial Finance/(3).S;SS.

An intensive study of the instruments and procedures of managerial finance. Financial theory and techniques for financial decisions are presented. Students are expected to use financial models and/or methods in solving financial problems. Integration of disciplines is encouraged. Prerequisite: Admission to a COB Graduate Program; FIR 5005 or its equivalent approved by the Director of Graduate Studies, Walker COB.

5020. Applied Financial Analysis/(3).S.

The purpose of this course is to instruct the student in the use of electronic spreadsheets for the purpose of financial analysis. Financial models will be built and used for capital budgeting, working capital management as well as financial structure decisions. Prerequisite: Admission to the MBA Program; FIR 5005 or equivalent approved by the Director of Graduate Studies, Walker COB: FIR 5010.

5030. Financial Institutional Management/(3).F.

A study of the management of financial institutions which function as intermediaries between borrowers and savers. Emphasis is placed on measuring and controlling interest rate risk through the practice of asset-liability management. Computer simulation models are used to develop GAP and hedging strategies. Prerequisite: Admission to the MBA Program; FIR 5005 or equivalent approved by the Director of Graduate Studies, Walker COB.

5100. Portfolio Management/(3).S.

A study of portfolio management with heavy emphasis on the composition of portfolios of private and public institutions. Current theory is reviewed with its implication for portfolio management. Analysis and evaluations of investment securities are accomplished using the computer. Prerequisites: Admission to the MBA Program; FIR 5005 or its equivalent approved by the Walker COB Director of Graduate Studies; FIR 5020, 5030.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

Department of Foreign Languages and Literatures

Chairperson: Romero

Graduate Faculty: Boldridge, Diaz-Solis, Feghali, Froehlich, Hartley, Hollenbeck, Romero, Rothschild

The department offers a Master of Arts degree in French and Spanish for secondary school teachers and for junior college teachers. Prerequisite to graduate work are 30 semester hours of language study on the level 2000 or above. Graduate students who do not have adequate undergraduate credits may begin graduate study, if, at the same time, they are building up their undergraduate hours to the required level. For the master's degree, a minimum of 24 semester hours is required in the major field (French or Spanish). The remainder will be in education or electives. The electives may be in the major field, in another language, in education, or in another field, such as English. The required courses are FRE 4555 or SNH 4555. For further advice, consult the Chairperson of the Department of Foreign Languages and Literatures.

Master of Arts in French with teacher preparation and Master of Arts in Spanish with teacher preparation

Community, Junior and Technical College and Secondary School Teacher

Prerequisite: 30 semester hours on the 2000 level or above.

Required Courses: Either FRE 4555 History of the French Language or SNH 4555 History of the Spanish Language: for all graduate teaching assistants in first year of service, FL 5001 Teaching Methods in Foreign Languages and FL 5002 Teaching Methods in Foreign Languages

Professional Education Requirements: 9-11 s.h. for the Secondary School Teacher
six s.h. for the Community College

Thesis: optional

Comprehensive Examinations: Master's degree candidates are required to complete successfully a four-hour written examination and a one-hour oral examination, which, on the basis of a superior performance on the written examination, may be waived at the discretion of the examining committee. These examinations will be given in the last semester of the student's program and will include all course work from prior semesters.

French or Spanish Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in French or Spanish. Specific requirements in these programs are worked out jointly by the Department of Foreign Languages and Literatures and the appropriate department in the College of Education.

Minor in French or Spanish

A graduate (M.A.) minor in French or Spanish consists of 8 to 12 semester hours selected from French or Spanish offerings numbered 4500 or above.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

FOREIGN LANGUAGEES AND LITERATURES

Graduate Courses

5001. Teaching Methods in Foreign Languages/(1-3).F.

A course in methods for both practicing and prospective teachers of second languages. It is designed to provide theoretical foundations of language teaching as well as specific instructions in practical applications. Required of graduate teaching assistants during the first year of appointment. Offered on S/U basis.

5002. Teaching Methods in Foreign Languages/(1-3).S.

A continuation of 5001 with emphasis on development of a personalized rationale for second language teaching. Required of graduate teaching assistants during the first year of appointment. Offered on S/U basis.

5500. Independent Study/(1-3).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand

FRENCH

Senior/Graduate Courses

4550. French Phonetics and Diction/(3).

A study of the sound system in French, the phonetic alphabet and its use. Oral practice. Prerequisite: FRE 2010 or FRE 3075 and Senior/Graduate standing. Required of French majors.

4555. History of the French Language/(3).On Demand.

The evolution of French from Latin to its present form; internal developments and external influences. Study of phonology, morphology and syntax of Old French and reading of selected Old French Texts. Required of French M.A. candidates.

4560. France Today/(3).

A survey of the evolution of contemporary France, from the end of World War I to the 1980's. Will examine the major historical events and the political, social, and cultural movements which have served to shape and define France of today. In addition to extensive readings, each student will select a topic, in conjunction with the professor, for a class report. Prerequisite: FRE 2010 or FRE 3075 or consent of the advisor.

4565. Advanced French Syntax/(3).

In-depth study of French Syntax. Translation exercises from English to French, paying close attention to stylistic and syntactical changes necessary to arrive at an authentic French prose. Prerequisite: FRE 3080, or consent of the advisor.

Graduate Courses

5020. French Literature to 1500/(3).

Study of the major writers of the medieval period and their contribution to the French literary tradition.

5030. French Literature of the Sixteenth Century/(3).

Study of the major writers of the French Renaissance and early Baroque.

5040. French Literature of the Seventeenth Century (I)/(3).

Study of the major writers of the French Baroque to 1650.

5041. French Literature of the Seventeenth Century (II)/(3).

Study of the major writers of the Classical period.

5050. French Literature of the Eighteenth Century/(3).

Study of the major writers of the Age of Enlightenment.

5060. French Literature of the Nineteenth Century (I)/(3).

Study of the major writers of the Romantic period.

5061. French Literature of the Nineteenth Century (II)/(3).

Study of the major writers of the latter half of the nineteenth century.

5070. French Literature of the Twentieth Century (I)/(3).

Study of the major writers to 1940. Alternate years with 5071.

5071. French Literature of the Twentieth Century (II)/(3).

Study of the major writers since 1940. Alternate years with 5070.

5500. Independent Study/(1-3).

5530-5549. Selected Topics/(1-3).On Demand.

5999. Thesis/(4).

Graded on S/U basis only.

SPANISH

Senior/Graduate Courses

4550. Spanish Phonetics and Diction/(3).

A study of the sound system in Spanish, the phonetic alphabet and its use. Oral practice. Prerequisite: SNH 2010 or SNH 3075 and senior/graduate standing. Required of Spanish majors.

4555. History of the Spanish Language/(3).On Demand.

The evolution of Spanish from Latin to its present form; internal developments and external influences. Study of phonology, morphology, and syntax of Old Spanish and reading of selected Old Spanish Texts. Required of Spanish M.A. candidates.

4565. Advanced Spanish Syntax/(3).

In-depth study of Spanish Syntax. Translation exercises from English to Spanish, paying close attention to stylistic and syntactical changes necessary to arrive at an authentic Spanish prose. Prerequisite: SNH 3080, or consent of the advisor.

Graduate Courses

5020. Spanish Literature to 1500/(3).

Mainly "Poema de Mio Cid," "Libro de Buen Amor," and "La Celestina."

5030. Poetry of the Golden Age/(3).

Study of the major poets of the Renaissance and the Baroque.

5031. Drama of the Golden Age/(3).

Study of the major dramatists from the Spanish Renaissance through the Spanish Baroque.

5032. Novels of the Golden Age/(3).

Origin and development of chivalric, pastoral, and picaresque novels with special attention to Cervantes.

5040. 19th Century Spanish Literature/(3).

Study of the major writers of Spanish romanticism and realism.

5050. Modern Poetry in Spain and Spanish-America/(3).

A study of the major Spanish and Spanish-American poets from the late 19th century to the present.

5051. Modern Spanish Novels/(3).

Spanish novelists from the generation of '98 to the present.

5060. 20th Century Drama in Spain and Spanish-America/(3).

A study of the major dramatists of Spain and Spanish-America.

5062. 20th Century Spanish-American Novels/(3).

Beginning with Modernism and continuing until recent times.

5070. Current Cultural Topics and History of Ideas in Spain/(3).

A study of the evolution of the Spanish culture as perceived through the essays of A. Castro, Ganivet, Ortega y Gasset, Unamuno, and others. Emphasis will also be made on recent changes in Spanish society after Franco.

5080. Current Cultural Topics and History of Ideas in Spanish America/(3).

A study of the evolution of the Spanish American culture as perceived through the essays of Sarmiento, Rodo, Mariategui, Marti, and others. Emphasis will also be made on recent cultural, political, and social changes in selected Spanish American countries.

5500. Independent Study/(1-3).

5530. Selected Topics/(1-3).On Demand.

5999. Thesis/(4).

Graded on S/U basis only.

Department of Geography and Planning

Chairperson: Lineback

Graduate Faculty: Gade, Imperatore, Lineback, Mayfield, Stillwell, Winsor

The graduate degree program in geography is designed to provide students with a relatively broad range of academic and professional options. Academic foundations provided include preparing students for 1) Ph.D. work in geography or planning; 2) professional opportunities in applied geography and planning; 3) opportunities in the teaching of geography at all educational levels through community college. Accordingly, the department offers a Master of Arts degree with concentrations in 1) liberal arts; 2) applied geography and 3) education geography. In addition, the department participates in two programs leading to the Master of Arts degree in Social Science, and in two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education.

Master of Arts in Geography

Requirements for all students include: GHY 4800, 5000, 5100, 5110, 5130 and up to three hours of credit in 5200. The student must complete the requirements of one of the following concentrations:

- a. liberal arts: 30 semester hours, including a thesis and eight hours of electives. The student must demonstrate **either** reading knowledge of a foreign language or three hours each of statistics and computer science and six hours of computer applications in geography, subject to approval by the Geography Graduate Advisory Committee;
- b. applied geography: 36 semester hours, including GHY 5400, at least six hours of electives, and six to nine hours of a supervised internship which will not be initiated until student has been admitted to candidacy for the graduate degree; the student will complete, for an oral defense, a research project in a developing specialty of geography; the concentration requires three hours each of statistics and computer science and six hours of computer applications in geography, subject to approval by the Geography Graduate Advisory Committee;
- c. education geography: 36 semester hours, of which 23 to 26 must be in geography (including GHY 5301 and a thesis or internship of (three to six hours), and a graduate minor in education approved by a geography advisor or an appropriate representative of the College of Education. The student may choose either certification at the secondary level or the non-certified community college program.

Master of Arts in Social Science

Geography concentrations are offered in 1) the Master of Arts Degree for Secondary School Preparation and 2) the Master of Arts Degree for Community, Junior and Technical College Teaching. For detailed requirements, see the Social Science description.

Geography Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in geography. Specific requirements in these programs are worked out jointly by the Department of Geography and the appropriate department in the College of Education.

Minor in Geography

A graduate (M.A.) minor in Geography consists of 9-12 semester hours selected from the courses listed below:

GHY	5000	Research Themes and Methods (4)
GHY	5100	Physical Environmental Analysis (3)
GHY	5110	Regional Analysis (3)
GHY	5130	Cultural Environmental Analysis (3)
GHY	5400	Planning Process (3)

(For a description of the course abbreviations used in the following list of courses, see page 50.)

GEOGRAPHY

Senior/Graduate Courses

4800. Quantitative Methods/(3).S.

The study of the quantitative methodology relating to the analysis of relationships between man and his physical environment, their spatial consequences, and the resulting regional structures that have emerged on the earth's surface. Prerequisites: STT 3810 and senior status, or permission of instructor.

4810. Digital Image Processing/(3).F.

Course focuses on acquisition of digital images, image processing, image enhancement techniques for interpretation, and applications of remote sensing technology. Prerequisites: GHY 2812, GHY 3310, or with permission of instructor.

4830. Senior Seminar/(3).S.

A capstone experience in which student will prepare a research or project proposal leading to a finished product to be presented before peers and departmental faculty members. Majors of senior standing only.

4900. Internship in Geography and Planning/(3-12).F;S;SS.

The internship emphasizes field work in the areas of locational analysis, environmental assessment and impact, and/or land use planning and is conducted jointly with an appropriate public or private agency. The type of internship, location of field experience, and sponsoring agency must be satisfactory to the student and to the department. A research paper is required. Graded on S/U basis.

Graduate Courses

5000. Research Themes and Methods/(4).F;SS.On Demand.

Study of major ongoing and emerging foci in geography in the context of the scientific method; appropriate attention paid to field and literature search methodologies and the essentials of scientific report writing. Required within initial 12 hours of graduate study.

5100. Physical Environmental Analysis/(3).F. Offered in alternate years.

An exploration of special problems related to physical geography with emphasis placed on their impact on the human environment.

5110. Regional Analysis/(3).S;SS.On Demand.

Analysis of regional theory and method. Various regions within North America and/or on the world scale will be chosen for examination.

5130. Cultural Environmental Analysis/(3).S. Offered in alternate years.

Spatial aspects of social processes and patterns, including: territoriality; micro, meso, and macrospace; perception of the natural and social environment; cognition; spatial interaction; communication/diffusion; migration; ethnic and racial minorities; urban residential patterns; and urban pathologies. The focus is on Anglo-America with solutions to contemporary problems stressed.

5200. Graduate Seminar/(1).F;S.

An advanced seminar in current research, method and application with the participation of all resident departmental graduate faculty. Required of all majors in each term of their residence. Content is nonrepetitive; up to three hours may be accumulated.

5301. Regional Geography/(3).SS.

An in-depth examination of the world from a regional perspective with special attention given to conceptual topics such as world population growth, economic development and environmental problems.

5400. Planning Process/(3).F.

The planning process is explored in detail by examining the roles and relationships of planning agencies/functions at the various levels of government and in the private sector. The functions and goals of planning are also approached from a topical point of view in order for the student to see how continuous planning enhances decision-making processes. Selected planning theories/techniques are reviewed and evaluated.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

5900. Internship in Geography/(3-12).F;S;SS.

The internship emphasizes field work in the areas of locational analysis, environmental assessment and impact, and/or land use planning. For the Master of Arts (teacher certification program) the internship involves teaching one or more geography courses in an appropriate setting. The type of internship, location of field experience, and sponsoring agency must be satisfactory to the student and to the department. A research paper is required.

5999. Thesis/(4).F;S;SS.

COMMUNITY AND REGIONAL PLANNING

Senior Graduate Courses

4700. Project Management/(3).S.

Simulated experiences in dealing with the complex procedures pertinent to planning individual projects, including the development, review, approval, monitoring, and management thereof. Emphasis is also placed on preparing proposals for external funding of community improvement projects. Open to geography, planning, political science, real estate and leisure studies majors; others by permission of instructor.

4800. Quantitative Methods/(3).S.

The study of the quantitative methodology relating to the analysis of relationships between people and their physical environment, their spatial consequences, and the resulting regional structures that have emerged on the earth's surface. Prerequisites: STT 3810 and senior status, or permission of instructor.

4830. Senior Seminar/(3).S.

A capstone experience in which student will prepare a research or project proposal leading to a finished product to be presented before peers and departmental faculty members. Majors of senior standing only.

4900. Internship in Geography and Planning/(3-12).F;S;SS.

The internship emphasizes field work in the area of locational analysis, environmental assessment and impact, and/or land use planning and is conducted jointly with an appropriate public or private agency. The type of internship, location of field experience, and sponsoring agency must be satisfactory to the student and to the department. A research paper is required. Graded on an S/U basis.

Graduate Courses

5530-5549. Selected Topics/(1-3).On Demand.

Department of Geology

Chairperson: Webb

Graduate Faculty: Callahan, McKinney, Raymond, Webb

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4501. Senior Research/(1).F.

Initiation of a laboratory or field research project under supervision of a geology faculty member. Prerequisite: open only to senior geology majors with a minimum GPA of 3.00 in geology courses.

4510. Seniors Honors Thesis/(3).S.

Completion, under supervision of a geology faculty member, of the project begun in Geology 4501. An oral report on the project will be presented in the spring Geology Seminar. Minimum of 5 hours laboratory or field work per week. A written thesis will be presented to the department. A student who completes the thesis with a grade of B or better and who graduates with a GPA of 3.5 in geology courses will be graduated with "honors" in Geology; with a grade of A and a geology GPA of at least 3.7, the student will be graduated with "highest honors" in geology. Prerequisite: Geology 4501; senior geology majors with minimum of 3.00 GPA in geology courses.

4650. Economic Geology and Exploration Techniques/(4).F.

Principles, processes, and distribution of major metallic and selected non-metallic mineral deposits with type illustrations; geochemical and geophysical exploration techniques as applied to mineral exploration stressed in laboratory. Prerequisite: GLY 2010 and 3000. Lecture three hours, laboratory three hours.

4850. Introduction to Oceanography/(2).F.

Physical, chemical, biological, and geological oceanography and their interrelationships. Prerequisites—at least two of the following courses: BIO 1103-04, CHE 1101-02, GLY 1102, and PHY 1101-02. Lecture two hours.

Graduate Courses

5500. Independent Study/(1-3).On Demand.

5530-5549. Selected Topics in Geology/(1-3).On Demand.

Gerontology

A.M. Denton, Acting Graduate Program Advisor

The graduate program in Gerontology prepares persons to enter positions requiring knowledge, skill, and leadership potential in the field of aging. The program emphasizes knowledge about the psychological, social, and biological components of the processes of normal aging of the heterogeneous, rapidly growing population of older adults in the state and nation. Theory and research in aging are emphasized, as is knowledge about, and understanding of the current policies being implemented through existing federal and state programs and services targeted to the aged.

The Master of Arts Degree in Gerontology

Prerequisites: A B.A. or B.S. degree from an accredited college or university. An admissions/advisory committee comprised of members representing participating disciplines will review the qualifications of each applicant who meets graduate school admissions requirements and recommend acceptance or rejection to the Dean of the Graduate School. The bases of evaluation by the admissions/advisory committee will include performance in undergraduate study, GRE Aptitude Test scores, references, and relevant work experience.

Degree Requirement

A minimum of 30 semester hours with thesis, 36 semester hours without thesis. Some courses may require prerequisites, and it is the responsibility of the candidate to meet any prerequisites. The candidate's undergraduate program must have included a course in statistical methods and a course in research methods. Candidates who are deficient in these or any other undergraduate prerequisites must take the equivalent course(s).

Course Requirements

SOC	5030	Sociology of Adult Development and Aging.....	3
SOC	5130	Programs and Services for the Aged.....	3
BIO	4563	Biology of Aging.....	3
PSY	4562	Psychology of Aging.....	3
		Field Experience/Internship—SOC 5900, or PS 5900, or HPC 5900.....	3
		Research Problems—SOC 5000, PSY 5100, or PS 5000.....	3
			18

Thesis Option

5999	Master of Arts Thesis—SOC 5999, or PSY 5999, or PS 5999, or HPC 5999.....	3-4
	Electives/concentration chosen with advice and approval of the academic advisor.....	8-9
		30

Non-Thesis Option

SOC	5990	Independent Research Study (or an equivalent course in a cooperating discipline).....	3
		Electives/concentration chosen with advice and approval of the academic advisor.....	15
			36

A concentration consists of a minimum of 8-9 semester hours.

Concentrations include:

Counseling		
HPC	4790	Group Methods and Processes.....3
HPC	5220	Counseling Theory and Techniques.....3
HPC	5680	Counseling The Aged.....3
Program Administration		
P S	4665	Public Management.....3
P S	5180	Public Policy Analysis and Program Evaluation.....3
P S	5360	Public Personnel Administration.....3

Additional concentrations will be developed and added to the program.

An advisor will supervise each candidate’s program of study and will recommend to the Dean of Graduate Studies and Research any exceptions and/or substitutions, if and when necessary, in a candidate’s program of study.

Courses currently approved for electives and concentrations include:

HEC	4551	Families in Later Life.....3
HEC	4552	Nutrition for the Elderly.....3
HEC	4553	Housing for the Elderly.....3
HED	4700	Death and Dying.....3
HPC	4799	Group Methods and Processes.....3
HPC	5220	Counseling Theory and Techniques.....3
HPC	5680	Counseling the Aging.....3
LRE	4602	Communication Problems of the Aged.....3
L S	4542	Leisure and Aging.....3
MGT	4560	Issues in Health Care Administration.....2
MGT	5010	Managing Human Resources I.....2
P S	4665	Public Management.....3
P S	5180	Policy Analysis and Program Evaluation.....3
P S	5360	Public Personnel Administration.....3

Each candidate must successfully complete a comprehensive written and oral examination.

Candidates for the degree will demonstrate an understanding of research procedures and show proficiency in interpreting data in various formats through prescribed courses. Each student will complete the required course in research problems, and will either complete the independent research study course or write a thesis.

Note: See the *General Bulletin* for a description of Home Economics Department Senior Graduate Courses.

Department of Health Education, Physical Education, and Leisure Studies

Chairperson: Christian

Graduate Faculty: Carlson, Christian, Clarke, Gaskill, Horine, Johnson, McDaniel, O'Bryant, Reichle, Stone, Turner, Vail, Williams.

The department offers three separate degree programs. These degree programs are (1) Master of Arts in Health and Physical Education with concentration in Adapted Physical Education, Athletic Coaching, Sports Management and Master Teacher, (2) Master of Arts in Health and Physical Education (non-teaching) with concentrations in Athletic Coaching and Sports Management and (3) Master of Science in Exercise Science. Additional information on any of these degree programs can be obtained from the Coordinator of Graduate Study.

Master of Arts Degree in Health and Physical Education

Concentration: Adapted Physical Education

Prerequisites: PE 2000, 2020, 3530, 4000, LRE 2200 or equivalents and a North Carolina "A" teaching certificate in Physical Education

Required Core:

Non-Thesis (K-12 certification)			Sem. Hours
PE	5000	Bibliography and Research.....	3
PE	5560	Research Project.....	2
PE	5640	Advanced Studies in Adapted Physical Education.....	3
PE	5641	Psychomotor Assessment and Interpretation.....	3
LRE	4550	Exceptional child in Home, School and Community.....	2
LRE/PE	4551	Program Development in Adapted Physical Education.....	3
LRE/PE	4552	Methods and Curriculum in Adapted Physical Education.....	3
LRE/PE	5900	Internship.....	6
Core Requirements			25
Approved Elective Requirements			2
K-12 Certification Requirements*			9
Total Degree Requirements			36
Thesis (K-12 certification)			
PE	5000	Bibliography and Research.....	3
PE	5640	Advanced Studies in Adapted Physical Education.....	3
PE	5641	Psychomotor Assessment and Interpretation.....	3
PE	5999	Thesis.....	6
LRE	4550	Exceptional Child in Home, School and Community.....	2
LRE/PE	4551	Program Development in Adapted Physical Education.....	3
LRE/PE	4552	Methods and Curriculum in Adapted Physical Education.....	3
LRE/PE	5900	Internship.....	5
Core Requirements			28
K-12 Certification Requirements*			9
Total Degree Requirements			37

Concentration: Athletic Coaching

Prerequisites: PE 5900 for individuals without college coaching experience and a North Carolina "A" teaching certificate in Physical Education for those seeking K-12 certification.

Non-Thesis (K-12 certification)			Sem Hours
PE	5000	Bibliography and Research.....	3
PE	5400	Sport Law.....	2
PE	5550	Sports Science.....	3
PE	5560	Research Project.....	2
PE	5600	Organization, Administration and Supervision of Physical and Athletics.....	3
PE	5610	Analysis of Human Motion.....	3

PE	5660	Psychology of Motor Learning.....	2
PE	5670	Sociological and Psychological Dimensions of Sport.....	3

Core Requirements	21
Approved Elective Requirements	6
K-12 Certification Requirements*	9
Total Degree Requirements	36

Thesis (K-12 certification)

PE	5000	Bibliography and Research.....	3
PE	5400	Sport Law.....	2
PE	5550	Sports Science.....	3
PE	5600	Organization, Administration and Supervision of Physical and Athletics.....	3
PE	5610	Analysis of Human Motion.....	3
PE	5660	Psychology of Motor Learning.....	2
PE	5670	Sociological and Psychological Dimensions of Sport.....	3
PE	5999	Thesis.....	6

Core Requirements	25
Approved Elective Requirements	2
K-12 Certification Requirements*	9
Total Degree Requirements	36

Concentration: Sports Management

Prerequisites: MGT 3010 for students who have not completed a basic management course and a North Carolina "A" teaching certificate in Physical Education for those seeking K-12 certification.

Required Core:

Non-Thesis (K-12 certification)			Sem Hours
PE	5000	Bibliography and Research.....	3
PE	5400	Sport Law.....	2
PE	5560	Research Project.....	2
PE	5600	Organization, Administration and Supervision of Physical Education and Athletics.....	3
PE	5670	Social and Psychological Dimensions of Sport.....	3
PE	5680	Planning and Developing Physical Education and Athletic Facilities.....	2
PE	5900	Internship.....	4
FDN	5540	Microcomputers in Education.....	3

One of the following:

MGT	5150	Behavioral Applications in Business.....	3
MGT	5160	Applied Personnel Administration.....	3
MKT	5020	Marketing Strategy (prerequisite MKT 3050).....	3
ACC	5190	Managerial Accounting (prerequisites ACC 2100 and 2110).....	3

Core Requirements	25
Approved Elective Requirements	2
K-12 Certification Requirements*	9
Total Degree Requirements	36

Concentration: Master Teacher

Prerequisite: North Carolina "A" teaching certificate in Physical Education

Required Core:

Non-Thesis (K-12 certification)			Sem. Hours
PE	5000	Bibliography and Research.....	3
PE	5560	Research Project.....	2
PE	5610	Analysis of Human Motion.....	3
PE	5660	Psychology of Motor Learning.....	2
PE	5571	Seminar in Contemporary Issues.....	3
PE	5673	Teaching Strategies in Physical Education.....	3

			Core Requirements	16
			Approved Elective Requirements	11
			K-12 Certification Requirements*	9
			Total Degree Requirements	36
Thesis (K-12 certification)			Sem Hours	
PE	5000	Bibliography and Research.....	3	
PE	5610	Analysis of Human Motion.....	3	
PE	5660	Psychology of Motor Learning.....	2	
PE	5571	Seminar in Contemporary Issues.....	3	
PE	5673	Teaching Strategies in Physical Education.....	3	
PE	5999	Thesis.....	6	

Core Requirements	20
Approved Elective Requirements	7
K-12 Certification Requirements*	9
Total Degree Requirements	36

***K-12 Certification Requirements**

FDN	4560	Measurement and Assessment.....	2
CI	5060	Curriculum Planning.....	2
FDN	5840	Social and Philosophical Foundations of Education.....	3
PSY	5555	Advanced Education Psychology.....	2
OR			
PSY	5565	Psychology of Adolescence.....	2
TOTAL REQUIREMENTS			9

Physical Education Specialization for Professional Educators

Two graduate programs leading to Master of Arts and Educational Specialist's degrees in Higher Education provide for an academic concentration in physical education. Specific requirements are developed jointly by the Department of HEPELS and the appropriate department in the College of Education.

Master of Arts Degree in Health and Physical Education (non-teaching)

Concentration: Athletic Coaching

Prerequisites: PE 5900 for individuals without college coaching experience.

Required Core:

Non-Thesis (non-certification)			Sem. Hours	
PE	5000	Bibliography and Research.....	3	
PE	5400	Sport Law.....	2	
PE	5550	Sports Science.....	3	
PE	5560	Research Project.....	2	
PE	5600	Organization, Administration and Supervision of Physical Education and Athletics.....	3	
PE	5610	Analysis of Human Motion.....	3	
PE	5660	Psychology of Motor Learning.....	2	
PE	5670	Sociological and Psychological Dimensions of Sport.....	3	
			Core Requirements	21
			Approved Elective Requirements	15
			Total Degree Requirements	36

Thesis (non-certification)				
PE	5000	Bibliography and Research.....	3	
PE	5400	Sport Law.....	2	
PE	5550	Sports Science.....	3	
PE	5600	Organization, Administration and Supervision of Physical Education and Athletics.....	3	

PE	5610	Analysis of Human Motion.....	3
PE	5660	Psychology of Motor Learning.....	2
PE	5670	Sociological and Psychological Dimensions of Sport.....	3
PE	5999	Thesis.....	6

Core Requirements	25
Approved Elective Requirements	11
Total Degree Requirements	36

Concentration: Sports Management

Prerequisites: MGT 3010 for students who have not completed a basic management course and a North Carolina "A" teaching certificate in Physical Education for those seeking K-12 certification.

Non-Thesis (non-certification)

PE	5000	Bibliography and Research.....	3
PE	5400	Sport Law.....	2
PE	5560	Research Project.....	2
PE	5600	Organization, Administration and Supervision of Physical Education and Athletics.....	3
PE	5670	Social and Psychological Dimensions of Sport.....	3
PE	5680	Planning and Developing Physical Education and Athletic Facilities.....	2
PE	5900	Internship.....	4
FDN	5531	Microcomputers in Education.....	3

One of the following:

MGT	5150	Behavioral Applications in Business.....	3
MGT	5160	Applied Personnel Administration.....	3
MGT	5020	Marketing Strategy (prerequisite: MKT 3050).....	3
ACC	5190	Managerial Accounting (prerequisites ACC 2100 and 2110).....	3

Core Requirements	25
Approved Elective Requirements	11
Total Degree Requirements	36

Thesis (non certification)

Sem. Hours

PE	5000	Bibliography and Research.....	3
PE	5560	Research Project.....	2
PE	5600	Organization, Administration and Supervision of Physical Education and Athletics.....	3
PE	5670	Social and Psychological Dimensions of Sport.....	3
PE	5680	Planning and Developing Physical Education and Athletic Facilities.....	2
PE	5900	Internship.....	4
PE	5999	Thesis.....	6
FDN	5531	Microcomputers in Education.....	3

One of the following:

MGT	5150	Behavioral Applications in Business.....	3
MGT	5160	Applied Personnel Administration.....	3
MKT	5020	Marketing Strategy (prerequisite: MKT 3050).....	3
ACC	5190	Managerial Accounting (prerequisites: ACC 2100 and 2110).....	3

Core Requirement	29
Approved Elective Requirements	7
Total Degree Requirements	36

Master of Science Degree in Exercise Science

Prerequisites: BIO 1101-1102, CHE 1101-1102, PE 2000, PE 2010 or equivalents

Non-Thesis		Sem. Hours
PE	5000	Bibliography and Research.....3
PE	5550	Sports Science.....3
PE	5560	Research Project.....2
PE	5591	Laboratory Measurement Techniques.....2
PE	5592	Statistics in Physical Education.....3
PE	5610	Analysis of Human Movement.....3
PE	5620	Physiology of Exercise.....3
PE	5625	Seminar in Adult Fitness/Cardiac Rehabilitation.....3
PE	5900	Internship.....3
BIO	3300	Molecular Biology.....3
BIO	5506	Animal Physiology.....3
BIO	6614	Current Topics in Molecular Biology.....3
Electives: 2 semester hour minimum from the following:		
PE	4025	Athletic Training and Conditioning.....2
HED	4200	Advanced Nutrition.....3
BIO	4590	Biometrics.....3
CHE	4580	Biochemistry.....3
PHY	4820	Medical Physics.....3
PSY	4650	Physiological Psychology.....3
		Core Requirements 34
		Approved Elective Requirements (minimum) 2
		Total Degree Requirements 36
Thesis		
PE	5000	Bibliography and Research.....3
PE	5550	Sports Science.....3
PE	5592	Statistics in Physical Education.....3
PE	5610	Analysis of Human Movement.....3
PE	5620	Physiology of Exercise.....3
PE	5625	Seminar in Adult Fitness/Cardiac Rehabilitation.....3
PE	5900	Internship.....6
PE	5999	Thesis.....6
BIO	5506	Animal Physiology.....3
BIO	6614	Current Topics in molecular Biology.....3
		Core Requirements 36
		Total Degree Requirements 36

(For a description of the course abbreviations used in the following list of courses, see page 50.)

HEALTH EDUCATION

Senior/Graduate Courses

4650 Drugs, Alcohol and Tobacco/(3).F;S;SS.

A study of drug use and abuse. All classes of drugs including alcohol and tobacco will be discussed. Emphasis will be placed on the psychological and sociological factors which may lead to drug experimentation and heavy drug use. Emphasis will also be placed on methodology and techniques for the teaching of drug education.

4660. Human Sexuality and Family Living/(3).F;S;SS.

Information and concepts of sex education including physiological, social, psychological, and moral aspects of human sexuality will be studied.

Such topics as dating, marriage, prenatal and postnatal care and interfamily relationships leading to reduction of stress on family members are also to be included. Emphasis will also be placed on methodology and techniques of teaching and organizing a sex education program.

4700. Death and Dying/(3).F;S;SS.

An examination of how dying, death, and grief are experienced, including how support can be given through helping relationships to those who are dying or experiencing bereavement. Consideration will be given to the issues of euthanasia, suicide, body

disposition, and rites of passage, the relationship of death to life. Students will have the opportunity to explore personally the meaning of death, other experiences of loss, and the quality of life.

4900. Internship/(3-12).F;S;SS.

Students are placed in a variety of health related agencies such as health departments, community action agencies, community mental health centers, educational institutions, wellness programs, hospitals, industrial/business settings, etc. for part or all of a semester or summer, under the direction of the health internship coordinator. The student surveys agency functions, completes a project and writes a final paper under the supervision of a health educator or health related person. Prerequisite: HED 3110 and senior standing. Graded on an S/U basis.

Graduate Course

5500. Independent Study/(1-4).F;S;SS.

Approved contract required.

PHYSICAL EDUCATION

Senior/Graduate Courses

4551. Program Development in Adapted Physical Education/(3).F;SS.On Demand.

This course is concerned with the development of appropriate physical education programs for handicapped children and adults. The course will include curriculum development. Inservice training, IEP Development, legislative concerns, and evaluative techniques.

4552. Methods and Curriculum in Adapted Physical Education/(3).S;SS.On Demand.(Eff. Spring, 1986)

This course is designed to address state-of-the-art techniques and methods used in the implementation of appropriate physical education programs for handicapped children and adults. Students will be required to apply classroom knowledge to a practicum setting with children and adults.

4580. Workshop/(2).On Demand.

Graduate Courses

5000. Bibliography and Research/(3).F;SS.

A study of bibliographical problems in the field, types of research, research tools, resources, organization and reporting, documentation of graduate writing and application to term projects.

5400. Sport Law/(2).S.

A comprehensive study of the legal aspects of physical education and sport. The emphasis will center on amateur sport, but occasionally litigation involving commercial or professional sport will be included.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

Courses may include topics such as: Adult Fitness and Cardiac Rehabilitation; Perceptual Motor Development; Motor Development; Physical Education for the handicapped; Motor Assessment and Interpretation.

5550. Sports Science/(3).F;SS.

An integration of principles from various scientific disciplines such as: homokinetics, physiology, anatomy, psychosomatics and the social sciences and their application in human movement performance.

5560. Research Project/(2).F;S;SS.

Selected broad research topical area of student's choice concerned with conceiving and carrying to completion a research project. Each student will have an advisor for the thesis style project and will present the findings to peers in a colloquy situation.

5571. Seminar in Contemporary Issues/(3).S.

A course to allow students to study the broad scope of contemporary issues impacting the health and physical education programs.

5591. Laboratory Measurement Techniques/(2).F.

Study and practical application of many tests, measurement techniques, and instruments for determining status of man in those qualities of importance to the physical educator. One hour lecture and two hours laboratory.

5592. Statistics in Physical Education/(3).S.

Methods of acquisition, analysis and interpretation of data most often encountered in physical education will be included. Emphasis will be placed on descriptive methods, statistical methods and computer applications.

5600. Organization, Administration and Supervision of Physical Education and Athletics/(3).F;SS.

Analysis of problems, theory and practices of physical education and athletic programs in schools and colleges. Includes the study of administrative process, liability, public relations, office management, legalities, personnel management, travel, schedules, budgets and equipment.

5610. Analysis of Human Movement/(3).F;SS.*

Theory and techniques for analyzing motor performance, including cinematography, segmental analysis, and sport skill fundamentals based on the laws and principles of mechanical and neuromuscular action.

5620. Physiology of Exercise/(3).S.

Integration of theoretical and practical aspects of acute and chronic adaptations occurring within the cardiovascular, musculoskeletal and integrative systems in response to the stress of exercise. Two hours lecture, one hour lab.

5625. Seminar in Adult Fitness and Cardiac Rehabilitation/(3).S.

Identification and discussion of current policies and procedures related to both health and high risk individuals. Topics will include: guidelines for admitting individuals into exercise programs; graded exercise testing; objectives for physicians, program directors and exercise leaders and administrative and financial considerations.

5640. Advanced Studies in Adapted Physical Education/(3).F;SS.On Demand.

This course is designed to explore the psychomotor implications and characteristics of several disability areas including mental retardation, emotional disturbance, learning disabilities, orthopedic handicaps and others related disorders.

5641. Psychomotor Assessment and Interpretation/(3).S;SS.On Demand.

This course is designed to develop in students these competencies necessary to determine the current level of psychomotor functioning in the handicapped. Formal and informal assessments will focus on the areas of motor development, physical fitness, perceptual-motor development, fundamental movement patterns, and leisure needs. Students will demonstrate proficiency by testing children and adults, and analyzing and prescribing programs.

5650. Theoretical Concepts in Elementary Physical Education/(2).On Demand.

An interdisciplinary approach concerned with theory, curriculum, practice and current developments in elementary school physical education. Movement exploration, lead up and skill development concepts, problems and teaching trends are included.

5660. Psychology of Motor Learning/(2).S;SS.*

Theory and problems concerned with learning concepts, practice, motivation, methodology, transfer and distribution as applied to motor performance.

*May be scheduled every other summer.

5670. Social and Psychological Dimensions of Sport/(3).F;SS.

Current psychological and sociological theory and findings relative to movement including group interaction, perception, maturation, culture, feminism, racial backgrounds, and economic status.

5673. Teaching Strategies in Physical Education/(3).F;S.

This course is designed to examine in-depth the

teaching-learning processes in physical education and to examine the growth of research on teachers and teaching in physical education.

5680. Planning and Developing Physical Education and Athletic Facilities/(2).SS.*

The planning, construction, budgeting, and maintenance of indoor and outdoor facilities for athletics, physical education and recreation.

*Scheduled alternate summers.

5900. Internship/(3-12).F;S;SS.

Graded on S/U basis.

5999. Thesis/(2-6).F;S;SS.

LEISURE STUDIES

Senior/Graduate Courses

4550. Travel and Tourism/(3).F.

This course provides an in-depth study of tourism and recreational travel. Topics include the origin, present characteristics, importance to state and federal economies, societal impacts, and implications of non-business travel in the United States; international travel; current issues, and management problems. Prerequisite: Approval of instructor.

4560. Leisure and Aging/(3).S.

This course focuses on the leisure needs and characteristics of the senior citizen. Programs and resources designed to service the leisure needs of this population will be examined. Focus will be on program planning and development to meet problems inherent in leisure delivery systems for seniors.

4600. Ski Area Management Seminar/(3).S.

This course focuses on the planning and management of alpine ski areas. Frequent field trips to ski areas will be required. Prerequisite: beginning Skiing or equivalent.

4650. The Management of Outdoor Recreation/(3).S.

This course is a study of outdoor recreation management processes, recreation resource management, visitor management, management of intensive-use sites, management of dispersed recreation areas, and special contemporary management problems. Prerequisite: LS 2210 or approval of instructor.

4900. Internship II/(1-12).F;S;SS.

A guided, practical, direct leadership experience at a supervisory level with an appropriate organization. A minimum of eight hours internship credit is required of majors. For a summer internship, not less than six hours credit will be approved for registration. Graded on S/U basis. Prerequisites: LS 2110, 2310, 2410 and 3110, or by approval of the instructor.

Department of History

Chairperson: Antone

Graduate Faculty: Antone, Blackburn, H.L. Bond, Brantz, Carroll, Forgas, Hanft, Haunton, Jackson, Keefe, Kinsey, Lanier, Martin, McFadden, Moore, Petschauer, J. Pulley, R. Pulley, Saunders, Scott, Silver, Simon, Wade, White, Winders

The graduate program in history is designed to provide students with a broad range of academic and professional opportunities. The Department of History offers programs leading to four advanced degrees: 1) the Master of Arts in History, requiring a thesis; 2) the Master of Arts in Community, Junior or Technical College Teaching; 3) the Master of Arts in Secondary School Teaching; and 4) Master of Arts in Public History. In programs two and three the thesis is optional. Advanced work is also available in most fields of European and American History, selected areas in Asian, African, Latin American studies, and in Applied/Public History. Admission to one of these programs is contingent upon the completion of an appropriate undergraduate degree, the filing of an application with the Graduate School, and the submission of acceptable scores on the Graduate Record Examination. After the completion of one semester of successful graduate course work, students may be considered for admission to candidacy; toward the end of the final semester of course work, candidates must pass an oral comprehensive examination.

Graduate programs in history are supervised by the departmental chairperson and the departmental graduate committee. Requirements for the three graduate degree programs in history are:

1. **Master of Arts in History:** 30 semester hours, including HIS 5000; at least nine hours of HIS 5106 and/or HIS 5206; HIS 5999; up to eight hours of electives. Students must also demonstrate a reading knowledge of a foreign language, or competence in statistics and computer science as a research tool, subject to departmental approval.
2. **Master of Arts in History for Community, Junior and Technical College Teaching:** 30 semester hours with thesis or 36 semester hours without thesis, including HIS 5000; at least nine hours of HIS 5106 and/or HIS 5206; HIS 5450; either HIS 5999 or, if a thesis is not included, HIS 5500; eight semester hours of electives; LHE 5420; and LHE 5440 or LHE 5451.
3. **Master of Arts in History for Secondary School Teaching:** 30 semester hours with thesis or 36 semester hours without thesis, including HIS 5000; at least nine hours of HIS 5106 and/or HIS 5206; HIS 5450; either HIS 5999 or, if a thesis is not included, HIS 5500; eight semester hours of electives; FDN 4560; CI 5060 or CI 5620; FDN 5840; and PSY 4555 or PSY 5565.
4. **Master of Arts in Public History:** 36 semester hours, including a required internship or a master's thesis. Students must take HIS 4578 and HIS 5000; at least nine hours of HIS 5106, HIS 5204 and/or HIS 5206; at least six hours of HIS 5002 and/or HIS 5004; and nine hours of electives in history or a related discipline.

The Department of History also offers a concentration in history as a part of the program leading to the Master of Arts in Secondary School Teaching with a major in Social Science. For requirements, see the Social Science description.

History Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in history. Specific requirements in these programs are worked out jointly by the Department of History and the appropriate department in the College of Education.

Minor in History

A graduate (MA) minor in history consists of 8-12 semester hours selected from history offerings numbered 4500 and above.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

*Senior/Graduate Courses***4550. Tsarist Russia/(3).F.**

A survey of imperial Russia from the 15th Century to 1917.

4552. Soviet Union since 1917/(3).S.

The Russian Revolution and the Communist states since 1917.

4554. Modern China/(3).S.

Traces the course of man's longest and largest continuous government and the development of Chinese culture and nationalism which has culminated in the founding of the People's Republic of China, a nation that constitutes one fourth of the human race. Alternate years with HIS 4558.

4558. History of the Islamic Middle East/(3).S.

A survey of the development and expansion of a distinctive Islamic civilization from the time of Mohammed to the present. The course treats the development of the Arab empire, the Turkish/Mongol invasions, the Ottoman and Safavid empires, and the establishing of the state of Israel, concluding with an investigation of current affairs in the Middle East. Emphasis is placed on social and cultural history, investigated from the point of view of the creators and transmitters of the civilization. Alternate years with HIS 4554.

4564. History of Canada/(3).S.

A survey of Canadian history since 1760 which stresses understanding of a unique Canadian identity by emphasizing Canada's evolution into an independent state, its bi-cultural and bi-lingual nature, its federal-provincial structure, its relationship to the United States and the British Empire Commonwealth, its role in the modern era of superpowers, and selected aspects of its cultural and economic development. May be counted as American history. Alternate years with HIS 4566.

4566. History of Mexico/(3).S.

Traces the evolution of Mexican society from pre-Columbian times to the present. Topics include the Maya and Aztec civilizations; the Spanish colonial heritage; the nation's struggle for independence; the tumultuous Mexican Revolution; and problems of economic development in the twentieth century. Alternate years with HIS 4564.

4578. Introduction to Applied History/(3).F.

An introduction to the techniques and skills employed by historians and other professionals working in historical agencies, museums, restorations, and the Park Service. Topics considered include historical archeology, family and community history, material culture, architecture, preservation techniques, site interpretation and administration, and historic district planning and management.

4900. Internship: Experiential Learning in Public and Applied History/(3-12).F;S;SS.

An on-the-job work experience individually tailored to the students' career orientation. Students may be required to reside off-campus for periods of from six weeks to a full semester. Graded on S/U basis.

*Graduate Courses***5000. Bibliography and Research/(3).F;SS.**

Instruction in the types of source material available to the advanced researcher in history, methods used in locating and evaluating the sources, and techniques for communicating the results of research. Required in the first semester of all beginning graduate students.

5002. Seminar in Public History/(3).On Demand.

The course provides an introduction to and consideration of the major methodological and theoretical approaches to the primary sectors of Public History, including archives and records management, historical interpretation and preservation, historical editing and publishing.

5004. Seminar in Policy History/(3).On Demand.

This course is designed to provide an historical overview of the development of private and public policy. The course will apply the historical perspective to a selected aspect of policy formulation and its development over time.

5104. Philosophy of History/(2).S.

Seminar on the major philosophical issues that challenge the historian, including the questions of meaning and value in history; the ideas of progress and causation; and the logic of historical inquiry and proof.

5106. Studies in European History/(2-9).F;S.

Variable content. Barring duplication, a student concentrating in European history may repeat the course and must earn a total of nine semester hours. Emphasis will be indicated on individual study forms or semester schedules.

5204. Interpreting American History/(3).SS.

A course designed to provide students with a broad overview of United State history through a study of conflicting interpretations of the great issues.

5206. Studies in American History/(2-9).F;S.

Variable content. Barring duplication, a student concentrating in American history may repeat the course and must earn a total of nine semester hours. Emphasis will be indicated on individual study forms or semester schedules.

5208. Seminar in Appalachian History/(3).F.

A seminar exploring topics designed to define the history of Appalachia. Participants will develop research projects based upon the use and interpretation of original source materials. A variety of inquiry models will be employed, including traditional approaches as well as those employed in the new social history.

5406. Studies in Asian History/(3).F.

Investigation of selected topics in the history of Asia—primarily China—in the twentieth century through reading, analysis, reflection, and seminar discussions.

5450. History and Social Studies Education/(3).S;SS.

A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the fields of secondary school and/or junior college history and social studies. Special attention is given to recent developments in teaching strategies and classroom techniques, and to the availability of new materials. The structure of the history and social studies disciplines are examined in relation to each other and to other academic disciplines.

5500. Independent Study/(1-3).F;S.**5530-5549. Selected Topics/(1-3).On Demand.****5900. Internship: Experiential Learning in Public History/(3-12).;S;SS.**

An on-the-job work experience individually tailored to the students' career orientation. Students may be required to reside off-campus for periods of from six weeks to a full semester.

5999. Thesis/(4).F;S;SS.

Graded on S/U basis only.

APPALACHIAN STUDIES**5000. Bibliography and Research/(3).F.**

Instruction and study in bibliographical problems and types of source materials available in Appalachian topics; methods used in locating and evaluating the sources and in reporting of research. Required in the first semester of beginning graduate students.

5010. Appalachia in Social Context/(3).S.

A survey of the interrelationships between the physical environment, social history, and economic development which have resulted in the particular character of the Southern Appalachian region.

5020. Colloquium in Appalachian Studies/(3).On Demand.

A team-taught interdisciplinary colloquium which will examine contemporary regional, state, and national issues that affect the Appalachian region. The course is designed to help students understand the Appalachian region from a multidisciplinary perspective. The course should be taken by the student during the last semester of residence in the program.

5500. Independent Study/(1-3).F;S;SS.**5530-5549. Selected Topics/(1-3).On Demand.****5900. Internship/(4).F;S;SS.**

Graded on S/U basis.

5999. Thesis/(4).F;S;SS.

Graded on S/U basis.

Department of Human Development and Psychological Counseling

Chairperson: Baruth

Graduate Faculty: Atkins, Badders, Baruth, Greene, Harrill, Hubbard, McIntire, Mulgrew, Padgett, Paisley, Sack, Stege

The Department of Human Development and Psychological Counseling is responsible for organizing and providing instructional programs in counseling and related areas and other human development functions for public schools, colleges/universities, and various agencies.

The department offers courses of instruction leading to a Master of Arts degree in Counselor Education (48 semester hour programs) with the following options:

1. The Agency Counseling program is designed to prepare counselors and other "helping" professionals to work in a wide variety of human service agencies (including mental health centers, social service agencies, employment and rehabilitation centers, business and industry employee assistance programs, etc.) Various specialized course emphases are available.
2. The Certified School Counseling program (Counseling and Guidance/School Counseling, K-12) is designed to meet state certification requirements and to prepare counselors for elementary, middle, and secondary schools. (Prerequisite: a North Carolina "A" teaching certificate, its equivalent, or a supervised public school internship.)
3. The Student Development program is designed to prepare counselors and other student development (student personnel/student affairs) specialists who wish to work in a post-secondary educational setting (universities, four-year colleges, community colleges, and technical institutes/colleges).

The Educational Specialist Degree (Ed.S) in Counselor Education is a degree program for persons holding a master's degree or its equivalent in school counseling or student development. Programs are individualized to take into consideration the number and type of courses in the applicant's master's degree program with a total of 66 semester hours of approved courses required in the combination of master's degree program plus Ed.S. program. A minimum of 18 semester hours of approved courses are required in the Ed.S. program at Appalachian State University. Concentrations are available in school counseling (public school K-13) and student development (post-secondary institutions).

The programs in Agency Counseling (M.A.), Counseling and Guidance/School Counseling, K-12 (M.A. & Ed.S.), and Student Development (M.A. & Ed.S.) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc. to become a National Certified Counselor. The Certified School Counselor tracks are also accredited/approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction.

The department also provides group methods, human relations, and other human development courses at the graduate and undergraduate levels for the College of Education and the university. These courses are valuable for majors in other departments. A course in life and career planning and courses in leadership development are offered for university undergraduate students.

A student proposing to major in any of the counselor education programs or to seek certification through the department must be admitted to the Graduate School and/or be advised by the advisors in the Department of Human Development and Psychological Counseling prior to taking any course.

Program Requirements/Options

The basic requirements for each program/track are listed below. In addition to the curriculum listed under each program, these four items apply to the Agency Counseling, Certified School Counseling, and Student Development programs.

1. Students who have not had a previous course in statistics will take FDN 4600. This course may not be used as credit toward the graduate degree.
2. A master's degree (non-thesis option) requires completion of 48 semester hours of approved courses.
3. A thesis option is 38 hours of approved course work plus thesis hours (4 s.h.) = 42 s.h. total. A second master's degree requires 36 semester hours of approved course work.

4. Students are required to complete satisfactorily a departmental planned and supervised small group activity designed to promote and improve students' self-understanding, self analysis skills, and interpersonal skills. This activity is not used or intended to provide counseling or therapy for students. This activity must be completed prior to the time that students enter candidacy.

Agency Counseling Program

Students majoring in the Agency Counseling track/curriculum leading to a Master of Arts degree will take the courses listed below. This program is designed to meet the need for advanced preparation of counselors and other "helping" professionals who work in a wide variety of human service agencies (including mental health centers, social service agencies, employment and rehabilitation centers, business and industry employee assistance programs, and others). In addition to the core curriculum, students can select, in cooperation with the student's departmental advisor, from a variety of elective courses which will help meet their individual career objectives. Specialized emphases are available as listed below. The elective courses will be chosen in cooperation with the student's departmental advisor.

Required Courses

HPC	5120	Introduction to Agency Counseling.....	3
HPC	6720	Group Counseling/Therapy.....	3
		(prerequisite: HPC 4790 or equivalent)	
FDN	5000	Research in Education.....	3
HPC	5140	Psychological and Educational Testing.....	3
		(prerequisite: FDN 4600 or previous course in statistics)	
HPC	5210	Life/Career Planning: Information and Skills.....	3
HPC	5220	Counseling Theory and Techniques.....	3
HPC	5900	Practicum in Counseling.....	3
		(prerequisites: HPC 5120, 5220, and approval of department chairperson)	
HPC	6450	Seminar in Agency Counseling.....	3
		(prerequisite: HPC 5120)	
HPC	6720	Group Counseling/Therapy.....	3
		Emphasis and Internship.....	15
		(prerequisites for HPC 6900 are HPC 5120, 5220, 5900 and approval of department chairperson)	
		Guided Electives.....	9
		TOTAL	48

Emphasis (Each student will select one. The required internship will be designed to meet objectives within each emphasis).

(1) Marriage and Family Counseling*

HPC	5270	Theories of Marriage & Family Counseling.....	(3)
HPC	6270	Marriage & Family Counseling: Clinical Issues.....	(3)
		(prerequisite: HPC 5270)	
HPC	6710	Human Sexuality.....	3
		OR	
HPC	6730	Sexual Abuse Counseling.....	3
HPC	6900	Internship in Agency Counseling.....	(6)

(2) Addictions Counseling

SOC/			
HPC	4570	The Addictive Process.....	(3)
HPC	5570	Counseling the Addicted Person.....	(3)
		(prerequisite: HPC 4570)	
HPC	5710	Helping the Troubled Employee.....	3
HPC	6900	Internship in Agency Counseling.....	(6)

(3) Other.....(15)

A special emphasis may be designed around a specific student's interest (e.g. employee assistance programming; counseling the aging; etc.) but must include HPC 6900, Internship in Agency Counseling.

Elective courses—Students may take any course in the department as an elective provided that (a) they have taken any necessary prerequisite for the course and (b) the course is consistent with the student's interests and career goals and is approved by his/her advisor. The following suggested electives are seen as being particularly relevant for a "typical" student.

PSY	5552	Advanced Abnormal Psychology.....	3
HPC	4680	Counseling the Aging.....	3
HPC	4800	Basic Dream Interpretation.....	3
HPC	4850	Advanced Dream Interpretation.....	3
HPC	5270	Theories of Marriages & Family Counseling.....	3
HPC	6160	Gestalt Therapy.....	3
HPC	6350	Body/Mind	3
HPC	6730	Sexual Abuse Counseling.....	3

1. Undergraduate courses in statistics and in group methods and processes are prerequisites to the program. Students who are deficient in these areas should take FDN 4600 and HPC 4790 during their first semester. These hours will not count toward the graduate program.
2. All students are required to complete satisfactorily a departmental planned and supervised small group activity designed to promote and improve students' self-understanding, self-analysis skills, and interpersonal skills. The activity is not used or intended to provide counseling or therapy for students. This activity must be completed prior to the term that students enter candidacy.
3. A thesis option is 38 hours of approved course work plus thesis hours (4 s.h.) = 42 s.h. total.
4. Internship: The Internship (HPC 6900) is designed to be a full-time experience in an agency setting. These placements are arranged through consultation with the student's advisor. In most cases these placements will be with agencies outside of the immediate Boone area. Part-time students already employed in agency settings may, with permission, complete their internship within the context of their work setting.
5. National Accreditation: This program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and, thus, graduates are immediately eligible to take the examination to become a National Certified Counselor (NCC). Graduates of this program with appropriate experience will be eligible to take an examination given by the National Academy of Clinical Mental Health Counselors. Successful completion of the examination will qualify the individual to become a Certified Clinical Mental Health Counselor.

**The Marriage and Family Counseling emphasis is not specifically designed to meet the certification requirements of the American Association for Marriage and Family Therapy.

School Counselor Program

(Prerequisite: A North Carolina "A" Certificate, its equivalent or a Supervised Public School Internship)

Students majoring in the School Counselor track/curriculum leading to a Master of Arts degree in Human Development & Psychological Counseling and North Carolina certification as a school counselor will take the courses listed below. Although state certification is for K-12, each student should choose and follow either the Elementary/Middle School emphasis or the Secondary School emphasis in choosing electives. Other elective courses will be chosen in cooperation with the departmental advisor.

Each student must see his/her advisor prior to registering.

Required Courses

HPC	5310	Theory and Practice of Guidance Counseling.....	3
HPC	4790	Group Methods and Processes.....	3
FDN	5000	Research in Education.....	3
HPC	5140	Psychological and Educational Testing.....	3
		(prerequisite: FDN 4600 or previous course in statistics)	
HPC	5210	Life/Career Planning: Information and Skills.....	3
HPC	5220	Counseling Theory and Techniques.....	3
HPC	5750	Legal and Ethical Issues in Counseling and Student Development.....	3
HPC	5900	Practicum in Counseling.....	3
		(prerequisites: HPC 5310, HPC 5220, and approval of department chairperson)	
HPC	6450	Seminar in School Counseling.....	3

HPC	6620	Consultation with Parents and Teachers.....	3
HPC	6900	Internship in School Counseling.....	5
(prerequisites: HPC 5220, 5900 (Practicum in Counseling), and approval of department chairperson)			

Societal Forces and Cultural Change. (If student does not have an undergraduate major or minor in sociology, political science, economics, or anthropology, a three semester hour sociology course must be taken. If this major/minor requirement is met, three semester hours of electives will be selected by the student in cooperation with the advisor)..... 3

Guided Electives (must be approved by the advisor in advance).....10

TOTAL 48

1. Students who have not had a previous course in statistics will take FDN 4600. This course will not count as part of the 48 semester hours.
2. All students are required to complete satisfactorily a departmental planned and supervised small group activity designed to promote and improve students' self-understanding, self-analysis skills, and interpersonal skills. The activity is not used or intended to provide counseling or therapy for students. This activity must be completed prior to the time that students enter candidacy.
3. A thesis option is 38 hours of approved course work plus thesis hours (4 s.h.) = 42 s.h. total.
4. Completion of the above program leads to "G" certification in North Carolina on the condition that minimum test requirements are met. The student must present acceptable scores on either the Graduate Record Examination (Verbal - 380, Quantitative-410, and Analytical-380) or the National Teacher Examination (Professional Knowledge-644 and Guidance and Counseling-490).
5. Certification for persons holding a master's degree in another field: An individual may choose to complete either (1) a second master's degree or (2) certification courses only. If the second option is chosen, the student will complete the required courses (38 semester hours) and will also be required to pass the master's comprehensive examination.

Examples of Guided Electives:

HPC	4840	Human Relations and Interaction
HPC	5500	Independent Study
HPC	6350	Bodymind
HPC	6720	Group Counseling/Therapy
SOC/ HPC	4570	The Addictive Process
LRE		courses in reading or special education—approved by LRE faculty and the student's HPC advisor
PSY	4700	Behavior Modification
PSY	5550	Theories of Personality
PSY	5555	Advanced Educational Psychology
PSY	6100	Advanced Developmental Psychology

Additional PSY courses approved by PSY faculty and the student's HPC advisor.

National Accreditation: This program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and, thus, graduates are immediately eligible to take the examination to become a National Certified Counselor (NCC).

Note: In both required courses and guided electives, students are required to become familiar with the special needs and problems of the exceptional child and with methods of assisting youth with special needs.

Student Development Program

Students majoring in the Student Development track/curriculum leading to a Master of Arts degree in Human Development & Psychological Counseling will take the courses listed below. This track is for those who wish to become counselors and/or other student development specialists (e.g., directors/coordinators of career planning/placement, co-curricular activities, financial aid, residence life, etc.) who wish to work in a college or other post-secondary educational setting.

Each student should see his/her advisor prior to registering. All electives must be approved by each student's program committee.

Required Courses

HPC	5380	College Student and Environment.....	3
HPC	5220	Counseling Theory and Techniques.....	3
HPC	5410	Student Development Functions.....	3
HPC	5210	Life/Career Planning: Information and Skills.....	3
HPC	5750	Legal and Ethical Issues in Counseling and Student Development.....	3
FDN	5000	Research in Education.....	3
HPC	5140	Psychological and Educational Testing.....	3
		prerequisite: FDN 4600 or previous statistics course)	
		Emphasis	15-18
		Electives	9-12
		Total	48

Emphasis (Each student to select one. Additional courses may be required by a student's program committee. The required internship will be designed to meet objectives within each emphasis.)

(A) Administrative

HPC	4790	Group Methods and Processes.....	3
HPC	4840	Human Relations and Interaction (or equivalent).....	3
HPC	6410	Student Development Administration.....	3
		(Prerequisite: HPC 5410)	
HPC	5900	Practicum in Student Development.....	3
HPC	6900	Internship in Student Development.....	6
		(Prerequisite: HPC 5220, HPC 5410, HPC 5900 (Practicum in Student Development), and prior approval of department chairperson.	
		Electives	9

(B) Counseling

HPC	5900	Practicum in Counseling.....	3
		(Prerequisite: HPC 5410, HPC 5220, and approval of department chairperson)	
HPC	5900	Practicum in Student Development.....	3
HPC	6720	Group Counseling/Therapy.....	3
		(Prerequisite: HPC 4790)	
HPC	6900	Internship in Student Development.....	6
		(Prerequisite: HPC 5410, HPC 5900 (Practicum in Counseling and Practicum in Student Development), and prior approval of department chairperson.	
		Electives	12

(C) Developmental

HPC	5900	Practicum in Counseling.....	3
		(Prerequisite: HPC 5410, HPC 5220, and approval of department chairperson).	
HPC	5900	Practicum in Student Development.....	3
HPC	4790	Group Methods and Processes.....	3
		OR	
HPC	6720	Group Counseling/Therapy (Prerequisite: HPC 4790 or previous course in group methods and processes)	
HPC	6410	Student Development Administration.....	3
		(Prerequisite: HPC 5410)	
HPC	6900	Internship in Student Development.....	6
		(Prerequisite: HPC 5410, HPC 5900 (Practicum in Counseling and Practicum in Student Development), and prior approval of department chairperson.	
		Electives	9

1. Students who have not had a previous course in statistics will take FND 4600. **This course will not count as part of the 48 semester hours.**
2. All students are required to complete satisfactorily a departmental planned and supervised small group activity designed to promote and improve students' self-understanding, self-analysis skills, and interpersonal skills. The activity is not used or intended to provide counseling or therapy for students. This activity must be completed prior to the time that students enter candidacy.
3. A thesis option is 38 hours of approved course work plus thesis hours (4 s.h.) = 42 s.h. total.
4. All students must complete a 48-hour master's program.
5. **National Accreditation:** This program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and, thus, graduates are immediately eligible to take the examination to become a National Certified Counselor.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4570. The Addictive Process/(3).F;SS.

An examination of sociological and psychological contributors to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse.

4680. Counseling the Aging/(3).F.

This course is designed to aid individual undergraduate and graduate students interested in gerontology to understand and appreciate aging as a lifelong process pay attention to three phases of adulthood with concomitant "developmental tasks" and problems, and to understand counseling strategies applicable to each phase of life being studied.

4790. Group Methods and Processes/(3).F;S;SS.

A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings.

4800. Basic Dream Interpretation/(3).F.S.

A review of C.G. Jung's life and the development of Analytical Psychology. This review includes the beginning and expansion of his analytical approach to dream analysis. Special attention will be given to the structure of dreams, dream images and how dreams relate to the life of the dreamer. Students will begin to explore their dreams via the analytical method.

4840. Human Relations and Interaction/(3).F;S;SS.

Examines the key elements in effective interpersonal communication. Students will be exposed to one or more human relations models that are designed to improve their communication skills, such as

Carkhuff/Gazda scales, Parent Effectiveness Training, Teacher Effectiveness Training, Transactional Analysis, values clarification, psychodramatic techniques, etc. Emphasis will be given to applying constructive methods of human relations in a variety of settings including business, schools, and social service agencies.

4850. Advanced Dream Interpretation/(3).S.

An advanced structural study of individual and collective dreams based on the works of C.G. Jung. Special attention will be given to the concepts of ego, persona, shadow, animus/anima, self components, psychological types, complexes, symbols, archetypes, fairy tales, and alchemy. Prerequisite: HPC 4800 or permission of instructor.

4870. Guidance Services in the Elementary School/(2).On Demand.

Designed primarily for those who are preparing to become counselors at the elementary school level. Emphasis is given to philosophy, organization, maintenance and use of records, variety and use of tests, play therapy concepts, consultation with teachers and/or parents.

4900. Internship in Public Schools/(1-9).On Demand.

Designed for school counselor graduate students who do not possess an "A" teaching certificate and who must have an extended internship in a public school setting prior to obtaining a "G" certificate. Each internship is arranged and coordinated on an individual basis consistent with state policies. This course will be limited to students accepted into the school counselor program and the course credit will not count toward the graduate degree. Graded on the S/U basis only.

Graduate Courses

5100. The Teachers as a Counselor of Early Adolescents/(2).On Demand.

This course is designed to acquaint teachers of early adolescent youth with appropriate counseling techniques and other interactional processes needed to become effective teachers. Emphasis will be placed on the special needs of middle school youth.

5120. Introduction to Agency Counseling/(3).F.

An introduction to the issues, functions and scope of the work being done in various human service agencies. Helping approaches with selected client populations and related professional concerns will be examined.

5140. Psychological and Educational Testing/(3).S;SS.

A study of representative psychological and educational tests/inventories including the rationale which underlies testing. Prerequisite: FDN 4600 or previous course in statistics.

5210. Life/Career Planning: Information and Skills/(3).F;S;SS.

Assists counselors and others in various work settings to attain knowledge and skills essential in helping individuals to consider possible careers and life style options. Approaches to career development, sources of informational materials, and the life planning needs of particular clientele are emphasized.

5220. Counseling Theory and Techniques/(3).F;S;SS.

Several selected theories of counseling will be studied in depth, emphasizing primary sources. Other theories will be studied, giving breadth to this area of knowledge. Interrelationships of personality development, learning and "problems" will be stressed.

5270. Theories of Marriage and Family Counseling/(3).S.

An in-depth study of the basic theoretical approaches to marriage and family counseling including psychodynamic systems, behavioral, and eclectic approaches. Prerequisite: a course in the development of the family (e.g. Sociology 4800).

5310. Theory and Practice of Guidance and Counseling/(3).F.(Alternate years)

A study of public school counseling and guidance programs, including appropriate counselor role; methods of providing services; and current issues including developmental, sociological, gender, and related factors.

5380. College Student and Environment/(3).F.

A course that provides an understanding of the major history and philosophies of higher education as they affect student development, student development theories and models, the characteristics of college students, impact of college environments on students, needs analysis approaches, and environmental assessment techniques. The course includes psychosocial, cognitive, developmental, person-environment, humanistic and behavioral theories of student development, as well as social-cultural factors that influence the lives of college students.

5410. Student Development Functions/(3).S.

A study of student development functions within institutions of higher education and of student development models for programming with college populations, including the role and function of professional standards for accreditation and program development, professional associations, organizational models and staffing, and current issues and trends in student development practice.

5500. Independent Study/(1-4)F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

5570. Counseling the Addicted Person/(3).F.

An in-depth study of the various intervention and therapeutic models utilized with addicted clients; including individual, group, and family counseling approaches. Unique aspects, demands, and imperatives of the addiction vis-à-vis the helping relationship are discussed. Prerequisite: HPC 4570.

5591. Principles and Practices of Rehabilitation Counseling/(3).F.

Vocational planning and work preparation, for the handicapped. Includes consideration of basic occupational skills, work, training, and sheltered workshop programs (Same as PSY 5591).

5660. Psychoeducational Assessment and Interpretation/(3).S.

A study of various individually administered educational, intelligence, and psychomotor assessment techniques used in the public schools (excluding the Weschler and Stanford-Binet

Scales). Emphasis will be placed on administration and interpretation of the instruments and on the writing and legal implications of psychological evaluations. Supervised practice in test administration will be provided.

5710. Helping the Troubled Employee/(3).S.

An introduction to employee assistance programming in a wide variety of settings. Historical development, current issues and trends, program structure, implementation, administration and evaluation are stressed. Visiting practitioners, student projects, and field trips will emphasize practical skills development in this helping model based in the work setting.

5750. Legal and Ethical Issues in Counseling and Student Development/(3).S;SS.

A study of current legal and ethical issues confronting the counselor, teacher, administrator, and other student development specialists. Topics include tort liability, confidentiality, privacy, libel and slander, due process, and other important concepts and actions resulting in legal and ethical questions.

5900. Internship Practicum/(1-9).F;S;SS.

Internships are available in the areas given below according to the chosen curriculum and are graded on the S/U basis only. Some internships may be repeated for additional credit when there is space and upon approval of advisor and department chairperson.

Practicum in Counseling/(3).F;S;SS.

An in-depth study of the counseling and therapeutic process and the nature of the counseling relationship. These factors will be examined in relationship to the application of basic theoretical principles. Prerequisites: HPC 5120 or 5310 or HPC 5410 and 5220; prior approval of department chairperson.

Practicum in Student Development/(3).F;S;SS.

An opportunity for on-the-job observation and limited practice in at least two student development functions/offices either on the Appalachian campus or in an area post-secondary institution. Open only to student development majors. Prior approval of department chairperson.

Practicum in School Psychology/(2-4).F;S.

This course is limited to persons seeking certification as a school psychologist, level II. The student will be placed in a public school setting under professional supervision and will observe and practice the application of psycho-

educational theories and techniques. Prerequisite: HPC 5140, 5660, PSY 5700 and prior approval of department chairperson.

Practicum in Group Leadership/(3).On Demand.

Supervised practice in group leadership. Prerequisites: HPC 4790, 6720, and prior approval of department chairperson.

5999. Master of Arts Thesis/(1-4).F;S;SS.

Graded on S/U basis.

6160. Gestalt Therapy/(3).S.

Gestalt Therapy is an in-depth examination of the Gestalt therapy model. The course combines experiential and conceptual approaches to examine the model. Emphasis is placed on developing personal and unique styles of interventions within the framework of Gestalt Therapy.

6270. Marriage and Family Counseling: Clinical Issues/(3).F.

An in-depth examination of basic issues and special problems in the therapeutic intervention in families. Prerequisite: HPC 5270.

6350. Body/Mind/(3).F.

A study of the interrelationship of physical and mental functioning as it pertains to counseling, including the mind/body problem as a systematic issue in psychology, and exploration of the current resurgence of interest in mind/body functioning relative to total well-being, and an overview of current uses of mind/body experiences as therapeutic techniques.

6360. Therapy and the Expressive Arts/(3).S.

An examination of the relationship between artistic expression and individual mental health. Theories and techniques of various arts therapies will be studied relative to diagnosis and treatment as well as to personality integration and personal growth.

6410. Student Development Administration/(3).F.

An overview of organizational theories, management, and administration in student development practice, including budget and finance, governance and policy making, organizational change processes, process consultation, administrative uses of computers, and human resource development. Prerequisite: HPC 5410.

6450. Seminar/(3).F;S.

A seminar on the identification and analysis of current issues/trends in the counseling and student development field organized and offered by program tracks within the Department of Human Develop-

ment and Psychological Counseling as listed below. Available primarily for Appalachian counselor education degree candidates.

Seminar in Agency Counseling/(3).F.

An examination of current issues and trends in agency counseling, focusing specifically on the areas of: (1) psychosocial assessment; (2) prevention/education/intervention techniques with certain target populations; and (3) legal/ethical, administration, and supervision issues in agencies. Prerequisite: HPC 5120.

Seminar in School Counseling/(3).F. (Alternate Years)

A seminar on the identification and analysis of current issues and trends in school counseling with special attention given to the changing needs of pupils at various developmental levels and with changing social, multicultural, and environmental circumstance. Students may choose elementary, middle, or secondary emphasis.

6500. Independent Study/(1-4).F;S;SS.

6530-6549. Selected Topics/(1-3).On Demand.

6620. Consultation with Parents and Teachers/(3).S. (Odd-numbered years); SS (even-numbered years).

For school psychologists, counselors, and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress.

6710. Human Sexuality/(3).F;SS.

Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy, and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson, and most recent researchers. Attention is given to futurity, especially as it pertains to current practices and values regarding family planning, general health, sexuality and

one's self-esteem. Counseling strategies will be considered pertaining to many currently reported sexual dysfunctions such as impotence, premature ejaculation and lack of sexual response.

6720. Group Counseling/Therapy/(3).S.

Theory and practice of group counseling/therapy, including group process, leadership style, and outcome. Prerequisite: HPC 4790 or equivalent.

6730. Sexual Abuse Counseling/(3).S.

An in-depth examination of the subject of sexual abuse counseling. The course provides an overview of the issues involved in sexual abuse and relates these to the assessment and treatment processes used by counselors and other helping professionals.

6900. Internship in School Counseling/(6).F;S.

Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with internship supervisor. A minimum of 600 clock hours of work (full-time) as a counselor in the school will be required. Graded on S/U basis only. Prerequisites: HPC 5220, 5310 or 6450, 5900, and permission of department chairperson.

6900. Internship in Agency Counseling/(6).F;S;SS.

On-the-job experience will be emphasized through placement of students in appropriate human service agencies. Includes practice in the counseling and other helping skills used in various agencies. Available primarily for Agency Counseling majors. Graded on S/U basis only. Prerequisites: HPC 5120, 5220, 5900 Practicum in Counseling, and prior approval of department chairperson.

6900. Internship in Student Development/(1-6).F;S;SS.

On-the-job experience will be emphasized through placement of students in specific student development functions/offices either on the Appalachian campus or in an area post-secondary institution. Available primarily for student development majors. Prerequisite: HPC 5410, 5900 (Practicum in Student Development) or 5900 (Practicum in College Counseling), and prior approval of department chairperson.

Department of Language, Reading, and Exceptionalities

Chairperson: Marlowe

Graduate Faculty: L. Blanton, Bennett, Childress, Culatta, Davis, Dedmond, Farris, Gowan, Harris, Hutchinson, Lieberman, Marlowe, May, Meador, Miller, Moorman, Naylor, Ortiz, Pace, Parker, Rau, Snyder, Swem, Thompson, Tompkins

The Department of Language, Reading, and Exceptionalities includes professionals in Reading, Special Education, and Communication Disorders. This enables the department to provide innovative programs focusing, in a transdisciplinary fashion, on all facets of language, reading, and specific areas of exceptionality. All students pursuing programs in the Department of Language, Reading, and Exceptionalities must satisfy the College of Education's and the Graduate School's requirements pertaining to admission, advisement, proficiencies, and certification.

Communication Disorders

Candidates for the Master of Arts degree in Communication Disorders Program must complete the requirements for certification by the American Speech-Language-Hearing Association and licensure by the State of North Carolina. Students planning to obtain the Master of Arts in Teaching degree must complete State Department of Public Instruction requirements for the G (Graduate) level certificate in Speech-Language Impaired. Prior to the first registration for graduate courses, an individualized program of study must be approved by the student's advisor.

Required courses:

FDN	5000	Research in Education.....	3
LRE	4564	Clinical Practicum.....	3
LRE	5661	Advanced Diagnostics.....	3
LRE	5662	Aural Rehabilitation.....	3
LRE	5663	Disorders of Fluency.....	4
LRE	5666	Voice Disorders.....	4
LRE	5668	Language Disorders in Children: Intervention.....	3
LRE	5672	Communication Management of the Severely/Profoundly Handicapped.....	3
LRE	5673	Neurogenic Speech Disorders.....	2
LRE	5674	Adult Language Disorders.....	3
LRE	5900	Internship.....	6-12
TOTAL			37-43

Options/Electives

CI	5900	Internship in Schools.....	6
		(Required for NC SDPI certification)	
LRE	5999	Thesis.....	3
or			
Guided Electives.....			5
(Selected with approval of major advisor in communication disorders or related areas such as psychology, special education, early childhood education, reading)			

Total Hours

Master of Arts Degree (Without Thesis).....	48
Master of Arts Degree (With Thesis).....	46
Master of Arts in Teaching (Without Thesis).....	48
Master of Arts in Teaching (With Thesis).....	46

Reading Education Program

Graduate study in the area of Reading Education prepares individuals for teaching reading from kindergarten through grade 12. Further advanced graduate study also prepares the individual for leadership roles in the area of reading education.

Individualized programs are planned by the student and an academic advisor.

Master of Arts in Reading Education

Prerequisite: A baccalaureate degree, satisfactory scores on the Graduate Records Examination. If the degree is a non-teaching degree, the student who intends to become a candidate for the Master of Arts degree in Reading Education must complete undergraduate courses in education and related areas as outlined by the advisor.

Hours: 30 semester hours with thesis, 36 semester hours without thesis.

Required Courses:

*LRE	4591	Advanced Study in the Teaching of Reading.....	3
*LRE	4620	Reading Instruction in the Middle/Junior and Senior High School.....	3
*LRE	4710	Informal Classroom Diagnosis and Corrective Reading Communication.....	3
*LRE	4720	Diagnostic and Remedial Reading I.....	3
*LRE	5111	Issues, Trends, and Practices in Reading.....	3
*LRE	5570	Reading Curriculum: Organization, Supervision and Assessment.....	3
LRE	5671	Research in Current Literature in Reading.....	3
FDN	4560	Measurement and Assessment.....	2
FDN	5000	Research in Education.....	3
FDN	5840	Social and philosophical Foundations of Educations.....	3

One of the following courses:

PSY	5555	Advanced Educational Psychology.....	2-3
PSY	5560	Child Psychology.....	2-3
PSY	5565	Adolescent Psychology and Reading.....	3

Elective Courses:

LRE	4640	Workshop in the Teaching of Reading.....	2
LRE	4650	Linguistics and Reading.....	3
LRE	4730	Diagnostic and Remedial Reading II.....	3
LRE	4890	Reading and Communications.....	2
LRE	5080	Clinical Problems in Reading.....	3
FDN	5120	Psychological Bases of Reading.....	3
LRE	5500	Independent Study.....	1-4
LRE	5510	Field Experience in Teaching of Reading.....	1-6
LRE	5530	Selected Topics.....	1-4
LRE	5591	Advanced Course in the Selection and Design of Reading Material and methods of Instruction.....	3
LRE	5710	Seminar in Reading.....	3
LRE	5999	Thesis.....	1-4

Educational Specialist's Degree in Reading Education

Prerequisite: M.A. or equivalent in Reading Education

Hours: 30 semester hours minimum.

Required courses:

FDN	6000	Seminar in Research Design.....	3
-----	------	---------------------------------	---

One of the following courses:

PSY	4671	Organizational Psychology.....	3
SOC	5350	Contemporary Social Issues.....	3

Eight of the following courses:

LRE	6100	Theoretical Models and Processes of Reading.....	3
LRE	6200	Interdisciplinary Approaches to Reading Disability.....	3
LRE	6300	Decision-Oriented Research and Management of Reading Instruction and the Reading Program.....	3
LRE	6400	Evaluating Reading Personnel and Implementing In-Service Education Based on Models of Teaching.....	3
LRE	6500	Independent Study.....	3
LRE	6530	Selected Topics.....	3
LRE	6600	Historical Survey of Reading Education.....	3
LRE	6730	Advanced Seminar in Reading.....	3
LRE	6900	Field Experience in Reading.....	3

Special Education

The Department of Language, Reading and Exceptionalities offers three program options in Special Education to persons who are interested in serving exceptional populations. All programs are designed to prepare personnel to assume leadership roles in special education.

Master of Arts in Special Education

The Master of Arts in Special Education with an emphasis in one of the categorical areas of Mental Retardation, Emotional Disturbance, or Learning Disabilities, prepares teachers to design programs for mildly to moderately handicapped school aged children. Teachers who enter the program with general experience in Special Education are provided the opportunity to develop expertise in employing the procedures that have historically been used with one of the exceptionalities. Furthermore, prospective teachers acquire a body of knowledge in a specific category that allows them to act as consultants to their school systems and regions. Included as an option in the area of mental retardation is an emphasis in Adapted Physical Education. This program is designed to prepare specialists in the area of physical education for the handicapped. The Master of Arts in Special Education; Severely and Profoundly Handicapped provides training for teachers who will be responsible for developing programs for the severely and profoundly mentally retarded and emotionally disturbed. The focus of this program is on developing a continuum of community services that encompasses the life span of dependent individuals. Graduates are trained to teach the severely and profoundly handicapped and are prepared to identify, develop, and coordinate community services for them.

The Master of Arts in Special Education: Infant/Preschool Handicapped trains individuals to work with and train handicapped infants and preschool children and their families. Historically, this child population has included a large "at risk" group, a mildly handicapped group, and a large number of children with severe developmental disabilities.

The Master of Arts in Special Education: Teaching Parent Speciality is unique in the state. Teachers in the program are trained to develop and carry out community-based programs for emotionally disturbed and delinquent youths. They are also prepared to act as surrogate parents and in-service for parents, teachers and public agency personnel.

Educational Specialist's Degree in Special Education

The Educational Specialist Degree in Special Education provides training for individuals who seek to upgrade their classroom teaching techniques or those individuals who will be responsible for directing, coordinating or supervising Special Education programs. Graduates of the program are prepared to return to a classroom setting and/or to assume administrative/supervisory roles in public, private and non-traditional special education settings. The program of studies is developed in consultation with an allied department and is based upon the degree candidate's previous training and career goals.

Master of Arts in Special Education: Mental Retardation

Prerequisites: An "A" level teaching certificate (or eligible for "A") in special or regular education. The student must have/have had 1) an introductory course in mental retardation, and 2) a course in classroom uses of microcomputers.

Required Core Courses:

FDN	5000	Research in Education.....	3
LHE	5584	Organization and Administration of Special Education.....	3
LRE	5600	Seminar in Special Education.....	3
LRE	5610	Advanced Classroom Management.....	3
TOTAL			12

Required Concentration Courses:

LRE	5620	Managing Curriculum for Mentally Retarded Students in Special and Regular Settings.....	3
LRE	5626	Advanced Studies in Mental Retardation.....	3
LRE	5628	Teaching Students with Learning and Behavior Problems I.....	3
LRE	5629	Teaching Students with Learning and Behavior Problems II.....	3
LRE	5900	Internship.....	6-9
TOTAL			18-21

Options/Electives:

Guided Electives.....	3-6
(chosen in conjunction with major advisor in related areas, e.g., special education, reading, psychology, curriculum and instruction, speech pathology and audiology.)	

LRE 5999 Thesis.....	4
(If thesis option is chosen, LRE 5999 is substituted for LRE 5600 and 6 hrs of electives.)	

Hours for Masters Degree (without thesis)	36
(with thesis)	30

Concentration: Mental Retardation (Adapted Physical Education) Same as Mental Retardation, except elective hours will be replaced by:

PE 4551	Program Development in Adapted Physical Education.....	3
PE 4552	Methods and Curriculum and Adapted Physical Education.....	3
PE 5640	Advanced Studies in Adapted Physical Education.....	3
PE 5641	Psychomotor Assessment and Interpretation.....	3
TOTAL		12

Master of Arts in Special Education: Learning Disabilities

Prerequisites: An "A" level teaching certificate (or eligible for "A") in special or regular education. The students must have/have had 1) an introductory course in learning disabilities, and 2) a course in classroom uses of microcomputers.

Required Core Courses:

FDN 5000	Research in Education.....	3
LRE 5584	Organization and Administration of Special Education.....	3
LRE 5600	Seminar in Special Education.....	3
LRE 5610	Advanced Classroom Management.....	3
TOTAL		12

Required Concentration Courses:

LRE 5636	Advanced Studies in Learning Disabilities.....	3
LRE 5628	Teaching Students with Learning and Behavior Problems I.....	3
LRE 5629	Teaching Students with Learning and Behavior Problems II.....	3
LRE 5900	Internship.....	3-9
TOTAL		12-18

Options/Electives:

Guided Electives.....	6-12
-----------------------	------

(Chosen in conjunction with major advisor.) If students have not had LRE 4710, Diagnosis and Corrective Reading or a diagnostic reading course, they must take LRE 4710.

CI 5170	Teaching the Emerging Adolescent.....	3
CI 5560	Language Arts and Social Studies Instruction.....	3
CI 5570	Mathematics and Science Instruction.....	3
CI 5580	Middle Level Curriculum and Instruction.....	3
LRE 4630	Reading in the Content Areas.....	2
PSY 5555	Advanced Education Psychology.....	3
LRE 5999	Thesis.....	4
(If thesis option is chosen, LRE 5999 is substituted for LRE 5600 and 6 hours of electives.)		

Hours for Masters Degree (without thesis)	36
(with thesis)	30

Master of Arts in Special Education: Emotional Disturbance

Prerequisites: An "A" level teaching certificate (or eligible for "A") in special or regular education. The student must have/have had 1) an introductory course in emotional disturbance and 2) a course in classroom uses of microcomputers.

Required Core Courses:

FDN	5000	Research in Education.....	3
LHE	5584	Organization and Administration of Special Education.....	3
LRE	5600	Seminar in Special Education.....	3
LRE	5610	Advanced Classroom Management.....	3
TOTAL			12

Required Concentration Courses:

LRE	5646	Advanced Studies in Emotional Disturbance.....	3
LRE	5648	Psychoeducational Approaches in the Study of Emotional Disturbance.....	3
LRE	5628	Teaching Students with Learning and Behavior Problems I.....	3
LRE	5629	Teaching Students with Learning and Behavior Problems II.....	3
LRE	5900	Internship.....	6-9
TOTAL			18-21

Options/Electives:

Guided Electives.....			3-6
(Chosen in conjunction with major advisor in related areas, e.g., special education, reading, psychology, curriculum and instruction, speech pathology and audiology.)			
LRE	5999	Thesis.....	4
(If thesis option is chosen, LRE 5999 is substituted for LRE 5600 and 6 hours of electives.)			

Minimum hours for Masters Degree (without thesis) 36
(with thesis) 30

Master of Arts in Special Education: Severe/Profound Handicapped

Prerequisite: An A-level teaching certificate in Mental Retardation or Emotional Disturbance, and/or prerequisites assigned by the advisor.

Core Courses:

FDN	5000	Research in Education.....	3
HPC	4550	The Exceptional Child in the Home, School, and Community.....	2
HPC	4551	Cooperative Planning with Exceptional Students, Parents, and Professionals.....	2
LRE	5585	Assessment and Development of Adaptive Abilities.....	3
LRE	5900	Internship.....	3-6

Concentration:

LRE	5560	The Severely and Profoundly Handicapped.....	3
LRE	5562	Methods for Educating the Severely Handicapped.....	3
LRE	5564	Curriculum for the Severely Handicapped.....	3
LRE	5565	Applied Behavior Analysis with the Severely Handicapped.....	3
LRE	5567	Problems and Issues in the Education of the Severely Handicapped.....	3
LRE	5999	Thesis (optional)**.....	4
Electives.....			1-6
(chosen in conjunction with major advisor)			

TOTAL **36 s.h.**

Master of Arts in Special Education: Infant/Preschool Handicapped

Prerequisites: An "A" level teaching certificate in special education or regular education or an undergraduate degree in child development or psychology.

Required Core Special Education Courses:

FDN	5000	Research in Education.....	3
LRE	5584	Organization and Administration of Special Education.....	3
LRE	5600	Seminar in Special Education.....	3
LRE	5610	Advanced Classroom Management.....	3

Total Core Courses 12

Required Infant/Preschool Concentration Courses:

LRE	5611	Infant/Preschool Handicapped Child Development and Family Functioning	3
LRE	5612	Interdisciplinary Assessment of Infant Preschool Handicapped Children	3
LRE	5613	Infant/Preschool Handicapped Intervention and Family Support	3
LRE	5614	Issues and Procedures in Infant/Preschool Handicapped	3
LRE	5900	Internship	6

Total Infant/Preschool Courses 18

Elective Course:

Six hours of electives are chosen with graduate advisor's approval.

Elective	6
--------------------	---

Total Program Hours (No Thesis) 36

LRE	5999	Thesis in Infant/Preschool Handicapped	4
(if thesis option is chosen, LRE 5999 is substituted for LRE 5600 and LRE 5584)			

Minimum hours for Masters Degree (without thesis) 36

(with thesis) 34

Master of Arts in Special Education: Teaching-Parent Specialty**Prerequisite:** Requirements for entry into the Teaching-Parent Specialty Program are determined in the initial conference with the advisor.

Core Courses:

LRE	4600	Behavior Management	2
LRE	4601	Classroom Management and Intervention Strategies	3
LRE	4100	Introduction to the Teaching-Family Model	3
FDN	5000	Research in Education	3
LRE	5500	Independent Study	1-4
LRE	5900	Internship	1-9

Concentration:

LRE	5100	Field Training in the Teaching-Family Model	3
LRE	5101	Advanced Field Training in the Teaching-Family Model	3
LRE	5200	Communication and Problem Solving Strategies Within the Teaching-Family Model	3
LRE	5400	Advanced Reading in Organization and Administration of Community Based Treatment Programs	3
LRE	5999	Thesis (optional)**	4

TOTAL 36 s.h.

**A student may elect to take a thesis program which will include a minimum of 26 semester hours of course work and a maximum of four semester hours of thesis credit.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

*Senior/Graduate Courses***4562. Language and Speech Disorders of Exceptional Children/(3).F;S;SS.**

Studies of the habilitation of language and speech disorders of the preschool and school age child. Specific competencies developed in the behavioral evaluation and habilitation of language and speech disorders frequently associated with exceptional children, e.g., the mentally retarded, learning disabled and emotionally disturbed.

4563. Disorders of Articulation and Phonology/(5).S.

Etiology, evaluation, and management of articulation and phonological disorders. (Meets ASHA B-2). Prerequisites LRE 2259, 2261, 3350 and concurrently with 3363.

4564. Clinical Practicum/(1-3).F;S;SS.

Supervised clinical practicum in evaluation and therapy techniques in speech-language pathology and audiology. For each semester hour of credit, an average of four hours of therapy and 1 hour of audiological evaluation will be scheduled. May be repeated for a total of 6 s.h. Prerequisite: Approval of Communication Disorders Program Coordinator. Graded on S/U basis only. (Meets ASHA B-8).

4565. Public School Methods in Speech Pathology and Audiology/(3).S.

Methods for providing speech, language, and hearing services to public school children (Meets ASHA B-8). Prerequisites: 2259-2260 and 2263.

4566. Language Disorders in Children: Identification and Evaluation/(3).F.

The identification and evaluation of language disorders in children, including models of language and language disorders, etiological considerations, and basic management strategies. (Meets ASHA B-2). Prerequisites: LRE 2259, 2262 and 3366.

4570. Consultation and Advocacy for Exceptional Children: Mental Retardation, Learning Disabilities, and Emotional Disturbance/(3).F;S.

The role of the teacher as an advocate and change agent for mentally retarded, learning disabled, and emotionally disturbed children in the home, school, and community.

4571. Introduction to Emotional Disturbance/(3).F;S;SS.

An introductory course in the education of the emotionally handicapped child. Emphasis will be placed upon the psychological, sociological, and educational implications in the education of emotionally handicapped children.

4576. Introduction to Learning Disabilities/(3).F;S;SS.

The identification and education of youth with learning disabilities, including programs, teaching strategies, and theories.

4591. Advanced Study in the Teaching of Reading/(3).F;S;SS.

The intent of this course is to help reading education majors expand their knowledge of the parameters of reading instruction and the total school reading program. Emphasis is placed on increased knowledge of the reading process, instructional methods and techniques, scope and sequence of reading skills, instructional materials, instruments for measuring reading ability, and sources of information on reading.

4601. Classroom Management and Intervention Strategies: Mental Retardation, Learning Disabilities, and Emotional Disturbance/(2).F;S.

A study of classroom management techniques and intervention strategies with mentally retarded, learning disabled, and emotionally disturbed children. Must be taken concurrently with LRE 4570, 4705, and 4902 by Special Education majors.

4602. Communication Problems of the Aged/(3).F.

The dynamics of normal communicative processes in the geriatric population and the psychobiological changes that occur as human beings age.

4620. Reading Instruction in the Middle Junior and Senior High School/(3).F;S;SS.

In addition to covering the content and skills presented in LRE 4630, this course covers the follow-

ing: (1) the developmental reading program, (2) organizing and administering the high school reading program, (3) reading interests and tastes, (4) providing reading instruction for special groups, (5) meeting needs of the individual reader.

4630. Reading in the Content Areas/(2).F;S;SS.

This course prepares content area teachers to utilize reading as an instructional process in their classrooms. In addition reading is used to gain perspective on broader learning processes. Course topics include: (1) Classroom assessment procedures, including textbook evaluation and selection, and classroom diagnostic techniques, (2) Accommodating individual differences, (3) General lesson and unit planning strategies, (4) Focused instructional strategies, which include specific teaching activities for reading and learning. (This course may be used to meet certification requirements for special subject teachers in grades 7-12 who teach subjects such as: English, Social Studies, Math, Science, Biology, Health and Physical Education, Sociology, Geography, Drivers Education, Business, Music, Art, Foreign Language, and so on.)

4640. Workshop in Teaching Reading/(2).SS.**4650. Linguistics and Reading/(3).F;S;SS.**

Relates these areas of linguistics to the process of reading, phonetics, syntax, semantics, rhetoric and dialect.

4700. Introduction to the Teaching-Family Model/(3).On Demand.

An introduction to the philosophy and implementation of the Teaching-Family Model treatment approach. Emphasis will be placed on meeting the needs and remediating problems of the emotionally disturbed and delinquent youth.

4705. Methods and Curriculum: Mental Retardation, Learning Disabilities, and Emotional Disturbance/(3).F;S.

This course addresses state-of-the art techniques and methods used in the implementation of curriculum programs for mentally retarded, learning disabled, and emotionally disturbed children.

4710. Informal Classroom Diagnosis and Corrective Reading Communication/(3).F;S;SS.

Prepares students to administer and interpret commonly used informal reading tests and other instruments in order to plan effective classroom instruction for remedial, developmental and gifted pupils. Prerequisites 3900, 4591, 4620, or 4630.

4720. Diagnostic and Remedial Reading I/(3).F;S;SS.

The course deals with commonly used reading tests and how to locate causes of reading difficulties and to prescribe corrective procedures for the severe, disabled reader. Prerequisites 3900, 4710, 4620 or 4591.

4730. Diagnostic and Remedial Reading II/(3).F;S;SS.

Students are assigned to individual or small groups for diagnostic and remedial teaching. Prerequisite 4720.

4890. Reading and Communications/(2).On Demand.

Centers on reading as it relates to mass media and communications.

4900. Practicum in Special Education/(1-9).F;S;SS.

Supervised practicum experience in educational settings, basically for habilitative science majors. Prerequisite approval of chairperson.

4901. Practicum in Educational Assessment and Curriculum Development: Mental Retardation, Learning Disabilities, and Emotional Disturbance/(1).F;S.

Field experiences designed to give practice in evaluation, methods, and materials with mentally retarded, learning disabled, and emotionally disturbed children. This course is taken concurrently with LRE 3374. Graded on S/U basis only.

4902. Practicum in Handicapping Conditions/(1-4).F;S.

Field practice in school settings of techniques used in the education of mentally retarded, learning disabled, and emotionally disturbed children. Graded on S/U basis only. This course must be taken concurrently with LRE 4570, 4601 and 4705.

4903. Internship/(3-12).F;S;SS.

Supervised therapy with emphasis on individualized therapy techniques (Meets ASHA B-8) Prerequisite: Approval of department chairperson. Graded on S/U basis.

4904. Field Experience/(3).F.

Students register only by permission of advisor in reading.

4905. Practicum in Early Childhood Special Education/(3).F.

This half day field experience is taken concurrently with LRE 3375, 3377 and 3378. Students will apply skills in assessment, curriculum planning, teaching, and working with families.

Graduate Courses

5080. Clinical Problems in Reading/(2-6).S;SS.

Deals with clinical techniques used in the diagnosis and treatment of reading problems. Prerequisite: 4720.

5100. Field Training in the Teaching Family Model/(3).On Demand.

A field oriented course involving supervised implementation of the Teaching Family Model treatment approach. Evaluations by both consumers and professionals in the field will be utilized as part of the training sequence.

5101. Advanced Field Training in the Teaching-Family Model/(3).On Demand.

This field oriented course is offered for those successfully completing the prerequisite field training course. The course is aimed at helping the student refine and modify his/her use of the Teaching Family Model Treatment program. Prerequisite: 5100.

5111. Issues, Trends, and Practices in Reading/(2-3).F;S;SS.

Provides students with an in-depth study of significant issues, trends, and practices in reading at all educational levels. The course is designed to deal with questions and problems of the type facing key teachers, supervisors, and administrators. Because the course is concerned with current trends and issues, it is assumed that the course will undergo periodic changes in terms of what is current.

5120. Psychological Bases of Reading/(3).F;SS.

The thrust of this course is toward providing advanced reading majors with a comprehensive overview of contemporary theories of psychology and instruction as they can be applied to explicating the complex processes underlying reading behavior. Basically, the course deals with the following areas: (1) definitions of reading, (2) reading as verbal behavior, (3) perception and sensation in reading, (4) reading and cognition, (5) learning and reading, (6) growth and development and reading; (7) attention, motivation, and reading (8) personality and reading, (9) learning from written materials and (10) individual differences and reading.

5130. Teaching the Language Arts/(3).F;SS.

A study of the latest research, practices, interpretation, methods, materials and strategies in teaching the language arts.

5200. Teaching Communication and Problem Solving Strategies Within the Teaching-Family Model/(3).On Demand.

Basic counseling strategies and problem-solving skills especially related to the Teaching-Family Model will be offered. Emphasis will be placed on working with emotionally disturbed and delinquent youths and their families in the context of residential treatment.

5400. Advanced Readings in Organization and Administration of Community-Based Treatment Programs/(3).On Demand.

To expand the student's knowledge of the organization and administration of community based programs. Emphasis will be placed on the process of organizing, administering, and implementing treatment programs for troubled youths.

5500. Independent Study/(1-4).F;S;SS.**5510. Field Experience in Teaching Reading/(1-6).F;S;SS.**

Students register only by permission of advisor.

5530-5549. Selected Topics/(1-4).On Demand.**5540. A Study of Child Variance/(3).F;S;SS.**

Child maladaptation is viewed as interaction between the characteristics of the individual child as a variant in the environmental systems involved with development and care. Specific emphasis on the labeling and treatment process and its programmatic and theoretical alternatives will be undertaken from, but not limited to, legal, educational, psychological, ethical and social perspectives.

5560. The Severely and Profoundly Handicapped/(3).F;SS.

A historical perspective of the social and cultural antecedents to contemporary adjustments for the severely/profoundly handicapped. Historical events that lead to social attitudes, academic theories, and operative definitions are studied and evaluated. The general and characteristic behavior, and nature and needs of these individuals are presented within a developmental frame-work. Current issues are examined as current research is discussed.

5562. Methods for Educating the Severely Handicapped/(3).F.

Principles and procedures used to program instruction for the severely handicapped are presented and evaluated as to their effectiveness. Students are required to design and implement an instructional program with a severely handicapped person. To be taken concurrently with 5564.

5564. Curriculum for the Severely Handicapped/(3).F.

The selection of instructional programs appropriate for use with the severely handicapped is emphasized. The student identifies strengths and weaknesses of educational programs and makes recommendations for their use with severely handicapped persons. To be taken concurrently with 5562.

5565. Applied Behavior Analysis with the Severely Handicapped/(3).S.

The appropriateness and importance of utilizing applied behavior analysis in education settings with the severely handicapped is stressed. Single subject research designs and alternative designs are reviewed as to the evaluation of the effectiveness of intervention programs.

5567. Problems and Issues In the Education of the Severely Handicapped/(3).S.

An in-depth study of significant issues, trends, and practices in the education of severely handicapped persons. Deals with the problems and issues that master teachers and supervisors may encounter with this population. Because the course is concerned with current trends and issues, it is assumed that the course will undergo periodic changes in terms of what is discussed.

5570. Reading Curriculum: Organization, Supervision and Assessment/(3).S;SS.

Studies are made of reading curriculum designs, and the implementation, supervision and evaluation of reading programs. Prerequisites: 18 hours in reading or permission of advisor in reading.

5584. Organization and Administration of Special Education/(3).F;SS.

The implementation of special education programs at the national, state, and local levels. Effective public school programming.

5591. Advanced Course in the Selection and Design of Reading Materials and Methods of Instruction/(3).S;SS.

The major thrust of this course is on enabling students to evaluate and select appropriate methods and materials to meet particular instructional needs. In addition the course emphasizes exploration of the reading materials appropriate for various school settings and populations, along with the design, development, and try out of instructional materials. Prerequisite: 18 hours in reading or permission of graduate advisor in reading.

5592. Advanced Medical Aspects of Disability/(3).F.

What constitutes severe disability, its effect on the individual and multidisciplinary approaches to amelioration. Disabilities will include epilepsy, spinal cord and brain injuries, degenerative diseases, and their sequelae. (Same as PSY 5592.)

5600. Seminar in Special Education/(3).F;SS.

An advanced course designed to deal with the current issues and controversies relating to the major categorical areas of special education.

5610. Advanced Classroom Management/(3).F;SS.

An advanced study of classroom management and discipline for teachers of handicapped student. This course discusses the theories developed for classroom control, then translates those theories into practical intervention techniques, both for the individual student and classroom groups. A case study approach is used to ensure application in the special education classroom. Time-series behavior analysis is discussed as a formative evaluation technique and a data analysis tool. This course is intended for special education majors only.

5611. Infant/Preschool Handicapped Child Development and Family Functioning/(3).F.

Typical and atypical infant and child development are addressed. Models of family functioning and styles of parenting in relation to child development are examined.

5612. Interdisciplinary Assessment of Infant/Preschool Handicapped Children/(3).F.

Strategies and techniques for assessing handicapped infants, young children, their families and communities are addressed.

5613. Infant/Preschool Handicapped Intervention and Family Support/(3).S.

Development and implementation of intervention and family support programs.

5614. Issues and Procedures in Infant/Preschool Handicapped/(3).S.

Issues and procedures in planning and evaluating programs for infant/preschool handicapped and their families.

5620. Managing Curriculum for Mentally Retarded Students in Special and Regular Settings/(3).F.

The in-depth study of curriculum design and management for mildly and moderately mentally retarded students in special and regular classroom settings, from preschool through secondary levels.

5626. Advanced Studies in Mental Retardation/(3).F;SS.

An advanced seminar on mental retardation issues and topics involving the interpretation and application of theory and research. Emphasis is placed on readings and recent experimental research focusing specifically on history, etiology, learning theories, characteristics, nature-nurture controversy, the severely and profoundly retarded, and current trends and issues.

5628. Teaching Students with Learning and Behavior Problems I/(3).S;SS.

The current literature on effective instruction, instructional reform and technologies, dimensions of thinking skills and learning strategies, and instructional patterns in the content areas in grades 7-12 are explored. Emphasis is on developing the ability to think creatively, objectively, and analytically, and to use higher order thinking and decision-making processes to plan instruction for students with learning and behavior problems.

5629. Teaching Students with Learning and Behavior Problems II/(3).S;SS.

The current research and evaluation literature on effective teaching is used as the basis for developing advanced skills necessary to plan, implement, and evaluate instruction for students with learning and behavior problems in special and regular classroom settings. Emphasis is on teachers making appropriate, consistent, and defensible decisions to facilitate student achievement and behavior.

5636. Advanced Studies in Learning Disabilities/(3).F;SS.

Designed to identify, review, and analyze current research and literature on issues related to the study of learning disabilities.

5646. Advanced Studies in Emotional Disturbance/(3).F;SS.

An advanced course designed to critically examine current issues and data concerning the emotionally disturbed child. Emphasis placed on recent findings and experimental research.

5648. Psychoeducational Approaches in the Study of Emotional Disturbance/(3).F;SS.

An investigation of psychoeducational explanations of behavior and the ways these explanations find expression in interventions with children. Emphasis placed on operational models and techniques to be utilized in a variety of settings with emotionally disturbed children.

5661. Advanced Diagnostics/(3).F.

The philosophy and implementation of procedures for the evaluation of communication disorders in children and adults with emphasis on obtaining and interpreting case history data, conducting diagnostic interviews, and administering, scoring and interpreting data from diagnostic instruments used to evaluate articulation, language, fluency, voice, and motor speech disorders. Observation of and participation in diagnostic sessions are required. (Meets ASHA B-8).

5662. Aural Rehabilitation/(3).F.

Studies of the habilitation of the preschool and school age hearing impaired. Emphasis on prescriptive and resource curricular management. Includes advanced audition, training and speech reading methods. Survey of hearing-aid orientation and monitoring techniques (Meets ASHA B-3).

5663. Disorders of Fluency/(4).SS.

Study of the etiology, evaluation, and management of disorders of fluency (including stuttering) in children and adults with a concentration on the major theories of causation.

5665. Advanced Audiology/(2).S.

Advanced audiological procedures and techniques. Concentration on advanced neurophysiological auditory measurement, research, and applications to theory. (Meets ASHA B-3).

5666. Voice Disorders/(4).F.

Study of the etiology, evaluation, and rehabilitation of functional and organic voice disorders in children and adults, including a review of the anatomic and physiological bases of phonation, respiration, and resonance; theories of voice production; and physiologic and acoustic correlates of voice disorders.

5668. Language Disorders in Children: Intervention/(3).F.

A study of the management of language disorders in children, including identification of theoretical perspectives, determination of eligibility, development of program goals, selection of specific approaches, and establishment of dismissal criteria. (Meets ASHA B-2). Prerequisite: LRE 4566.

5671. Research in Current Literature in Reading/(3).S;SS.

Research and critical analysis are made in current periodicals, journals, and recent books on critical areas of reading. Prerequisite: 18 hours in reading or permission of advisor.

5672. Communication Management of the Severely/Profoundly Handicapped/(3).SS.

A study of the communication development and disorders of the severely/profoundly handicapped. Emphasis will be placed on developing expertise in ongoing evaluation through standard and nonstandard procedures, program planning, and use of augmentative communication systems. (Meets ASHA B-2).

5673. Neurogenic Speech Disorders/(2).S.

The differential diagnosis and management of neurogenic speech disorders, including the dysarthria, apraxia, and cerebral palsy (Meets ASHA B-2). Prerequisite: Concurrently with LRE 5674.

5674. Adult Language Disorders/(3).S.

The differential diagnosis and management of acquired aphasia and closed head injury with special emphasis on neurological bases, characteristics, and etiologies. Team management will be emphasized. (Meets ASHA B-1). Prerequisite: Concurrently with LRE 5673.

5710. Seminar in Reading/(3).S;SS.

This course is planned to meet the needs of specific groups in reading. Students can register only by permission of advisor.

5900. Internship/(3-12).F;S;SS.

Supervised experience with exceptional persons, including the communicatively handicapped. Graded on S/U basis only. (Meets ASHA B-8). Prerequisite: Permission of advisor.

5999. Thesis/(1-4).F;S;SS.

Graded on S/U basis. (Meets ASHA B-7).

6100. Theoretical Models and Processes of Reading/(3).S;SS.

Provides the Ed.S. candidate in reading education with an in-depth knowledge of models and processes of reading behavior, language development, and psycholinguistics. Explicit with this course is the expectation that students will read extensively the primary sources of theories on language development and psycholinguistics. Unlike previous courses, where theories, principles and postulates were accepted as such for analytic purposes and application, this course will deal with the analysis, description, and evaluation of theories as theories. Theories will be evaluated against such criteria as level of development, internal consistence, degree of formalization and usability.

6200. Interdisciplinary Approaches to Reading Disability/(3).S;SS.

Provides students with interactive experiences and knowledge based on the assumptions that an interdisciplinary effort maximizes utilization of resources and that the exclusion of information from relevant disciplines limits the diagnosis, prognosis, and treatment of reading disability.

6300. Decision-Oriented Research and the Management of Reading Instruction and the Reading Program/(3).F;SS.

Reading instruction and its effects are among the most intensely evaluated subject matter areas in the schools. This course provides advanced students with an understanding of philosophic issues related to valuing, the teachers skills for implementing specific models of evaluation and decision strategies.

6400. Evaluating Reading Personnel and Implementing In-Service Education Based Models of Teaching/(3).S;SS.

Focuses on issues and methods of evaluating teachers of reading. Students also have an opportunity to study various models of teaching and their implications for the teaching of reading and in-service education for teachers of reading.

6500. Independent Study/(3).F;S;SS.

6530-6549. Selected Topics/(3).On Demand.

6730. Advanced Seminar in Reading/(3).On Demand.

Brings faculty and students together to inquire into the "real world" problems of reading. The course will provide students with an opportunity to acquire and refine inquiry skills and to interact with members of other disciplines having an interest in reading. In addition, students will have opportunities to attend major professional conferences and to interact with professionals in the field.

6900. Field Experience in Teaching Reading/(3).F;S;SS.

Enables advanced majors in reading to obtain experiences of leadership, management, research, and teaching in areas of reading at all educational levels.

Department of Leadership and Higher Education

Chairperson: Harris

Graduate Faculty: Bolick, Boylan, Fox, Hall, Harris, Howe, Jackson, Jenkins, Kussrow, Newman, Strickland, Wilson

The Department of Leadership and Higher Education is responsible for organizing and providing graduate instructional programs in public school administration, higher education administration and teaching, developmental education, community education and adult education.

The department offers courses of instruction leading to a Master of Arts degree in the following areas:

1. Educational Administration (School Administration and Community Education)—prepares persons for a school principalship at elementary or secondary level. Such a program leads to administration certification in North Carolina. Students majoring in public school administration may concentrate in community education. (Prerequisite for administration certification: Class "A" Teaching Certificate and three years of successful teaching experience.) Students seeking only certification in the Department of Leadership and Higher Education should contact the chairperson of the Department for a list of the required prerequisites and courses.
2. Higher Education—prepares students who wish to work in postsecondary educational settings. Students must select one of the following programs of study:
 - a. Administration
 - b. Teaching
 - c. Developmental Education
 - d. Adult Education

The teaching track is designed to prepare students to teach in community, junior, and technical colleges. The degree in Higher Education does not lead to North Carolina administration and supervision certification.
3. Community Education—an interdisciplinary Master of Arts degree program based upon competencies identified by educational and recreational leaders and which are needed to work in the field of community education. The program is served by an interdepartmental faculty committee, which assists students in developing their program of study based upon their current levels of competence in all required areas.

The Educational Specialist's Degree (Ed.S.) in the Department of Leadership and Higher Education is a 30 semester hour degree program offered in the following areas:

1. Educational Administration—provides advanced graduate work for public school administration. This degree leads to sixth-year certification.
2. Higher Education (administration, teaching, developmental studies, and adult education)—provides advanced graduate work in the area of postsecondary education.

Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision certification, must take the necessary courses and internship prescribed by the Department of Leadership and Higher Education.

A student working toward a degree and/or certification in the Department of Leadership and Higher Education must develop his/her program of study in consultation with an approved advisor. Candidacy forms must be submitted to the Graduate Office before the student has completed 12 hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor's approval do so at the risk of not having the courses approved as part of the degree program.

Students wishing to have a minor in Higher Education—Community, Junior and Technical College Education—reflected on their transcript must complete an approved minor. This minor may include a professional development course from the student's major discipline with the approval of the Department of Leadership and Higher Education.

A minor consists of 8-12 semester hours of designated courses from the program track concentration selected (Community Education; Higher Education, Developmental Education; Higher Education, Adult Education; Higher Education, Administration; Higher Education, Teaching; Higher Education—Community, Junior and Technical College Education).

Master of Arts in Educational Administration, with concentrations in both School Administration and Community Education.

Prerequisites: Bachelor's Degree, Class A Teaching Certificate, Graduate Record Examination Score, and Approval of the Admissions Committee and the Chairperson of the Department.

Hours: 36 hours

Principal MA (36 SH)

Required:			SH
FDN	5000	Research in Education.....	3
LHE	5010	Public School Administration.....	3
LHE	5030	The Principalship.....	3
CI	5050	Supervision of Instruction.....	3
CI	5060	Curriculum Planning.....	3
LHE	5600	School Law.....	3
LHE	5700	Educational Leadership.....	3
LHE	6900	Internship/Field Study.....	6
FDN	5840	Social and Philosophical Foundations of Education.....	3
A course with behavioral science focus to be selected in consultation with advisor.....			3
TOTAL SH Required			33
TOTAL SH Electives			3
TOTAL SH Required for Degree			36

NOTE: All electives must be approved by the student's advisor in both the M.A. and Ed.S. programs.

Comprehensive: Prior to graduation the student must successfully complete a comprehensive examination.

Electives and the social science course are to be selected in conference with the student's advisor. The purpose of these courses is to assist the student to gain competence in professional areas related to educational administration.

The above courses lead to principal's certification. The student may opt for principal's certification with a concentration in community education by selecting 15 semester hours from the suggested courses listed below:

LHE	4980	Introduction to Adult and Community Education.....	3
LHE	5770	Seminar in Community Education.....	2-3
LHE	5630	The Adult Learner.....	3
LHE	5700	Educational Leadership.....	3
LHE	5300	Community Education and The Public School Administration	
OR			
LHE	5530	Selected Topics in Community Education.....	3

Other courses as approved by the advisor.

Master of Arts in Higher Education, Administration

Prerequisites: Bachelor's degree, Graduate Record Examination Score, and approval of the Admission Committee and the Chairperson of the Department.

Hours: 36 hours (non thesis program)

30 hours (thesis program)

Course Requirements:

Research:		
FDN	5000	Research in Education.....2-3
Administration Concentration:		
LHE	5430	Organization & Administration of Postsecondary Education.....3
LHE	5700	Educational Leadership.....3
LHE	5250	Conflict Management in Educational Administration.....3
LHE	5990	The Law of Higher Education.....3
LHE	5840	College Finance & Personnel Administration.....3
FDN	5861	History of Postsecondary Education in America.....3
LHE	6900	Internship/Field Study.....2-8
(Required for students with no administration experience in postsecondary education. Two-four hours is the typical load for an administrative internship.)		

Suggested Electives:

Select with advice and consent of advisor

Concentration in cognitively related area such as Business, Political Science, Sociology

AND/OR

LHE	4980	Introduction to Adult and Community Education.....3
LHE	5780	Grantsmanship in Education.....3
LHE	5810	Planning Educational Programs.....3

Thesis:

LHE	5999	This option is available and students are encouraged to consider it.....4
-----	------	---

Comprehensive Examination:

Prior to graduation, the student must successfully complete a comprehensive written examination.

Master of Arts in Higher Education, Developmental Education

Prerequisites: Bachelor's degree, Graduate Record Examination Score, and approval of the Admission Committee and the Chairperson of the Department.

Hours: 36 hours (non thesis program)

30 hours (thesis program)

Course Requirements:

Research:		
FDN	5001	Research in Education.....3
Developmental Education Concentration:		
LHE	5440	Instruction in Postsecondary Education.....3
LHE	5630	The Adult Learner.....3
LHE	5700	Educational Leadership.....3
LHE	5890	Developmental Studies in Postsecondary Institutions.....3
LHE	6900	Internship/Field-Study.....3
(Required for students with no experience in the field of developmental education. Two-four hours is the typical load for internship.)		

Suggested Electives: (select with advice and consent of advisor). Concentration in a cognitively related area:

A) Teaching subject area (i.e., English, mathematics, reading). Students planning to teach in higher education institutions are encouraged to take 18 hours.

B) Counseling and Psychology

C) Administration and Management

Thesis:

LHE	5999	This option is available and students are encouraged to consider it.....4
-----	------	---

Comprehensive Examination:

Prior to graduation the student must successfully complete a comprehensive written examination.

Master of Arts in Higher Education, Adult Education

Prerequisites: Bachelor's degree, Graduate Record Examination Score, and approval of the Admission Committee and the Chairperson of the Department.

Hours: 36 hours (non thesis program)
30 hours (thesis program)

Course Requirements:

Research:

FDN 5000 Research in Education.....2-3

Adult Education Concentration:

LHE 4980 Introduction to Adult and Community Education.....3
 LHE 5630 The Adult Learner.....3
 LHE 5810 Planning Educational Programs.....3
 LHE 5440 Instruction in Postsecondary Institutions.....3
 LHE 4750 Planning & Conducting Adult Learning Experiences.....3
 LHE 6900 Internship/Field Study.....2-8
 (Required for students with no administrative or teaching experience in the field of adult education. Two-four hours is the typical load for an internship)

Suggested Electives: (select with advice and consent of advisor) Concentration in Cognitively Related Area
AND/OR

LHE 5420 The Community, Junior and Technical Colleges.....3
 LHE 5890 Developmental Education in Postsecondary Institutions.....3
 LHE 5700 Educational Leadership.....3
 LHE 5250 Conflict Management in Educational Administration.....3
 LHE 5780 Grantsmanship in Education.....3
 LHE 5430 The Organization & Administration of Postsecondary Education.....3

Thesis:

LHE 5999 This option is available and students are encouraged to consider it.....4

Comprehensive Examination:

Prior to graduation the student must successfully complete a comprehensive written examination.

Master of Arts in Higher Education, Teaching

Prerequisites: Bachelor's degree, Graduate Record Examination Score, and approval of the Admission Committee and the Chairperson of the Department.

Hours: 36 hours (non thesis program)
30 hours (thesis program)

Course Requirements:

Research

FDN 5000 Research in Education.....2-3
 OR

Research course in teaching-subject area

Teaching Concentration:

Students are strongly encouraged to take courses in teaching-subject discipline with the advice of faculty in their disciplines. Students taking courses in the College of Business may take only 14 hours in thesis program and 17 hours in non thesis program.

Professional Education Concentration:

FDN 5861 History of Postsecondary Education in America.....3
 LHE 5440 Instruction in Postsecondary Institutions.....3
 LHE 5630 The Adult Learner.....3
 LHE 5750 Planning & Conducting Adult Learning Experiences.....3

LHE	6900	Internship/Field Study is required for students with no.....2-8 teaching experience. Two-three credit hours is the typical loan for a teaching internship.
-----	------	--

Suggested Electives:

LHE	5420	The Community, Junior & Technical College.....3
LHE	4980	Introduction to Adult & Community Education.....3
LHE	5890	Developmental Studies in Postsecondary Institution.....3

Thesis:

LHE	5999	This option is available and students are encouraged to consider it.....4
-----	------	---

Comprehensive Examination:

Prior to graduation the student must successfully complete a comprehensive written examination.

Master of Arts in Community Education

Hours: 36 hours (non thesis program)

30 hours (thesis program)

Course Requirements:**Research:**

FDN	5000	Research in Education.....3
-----	------	-----------------------------

Community Education Concentration:

LHE	4980	Introduction to Adult & Community Education.....3
LHE	5770	Seminar in Community Education.....3

OR

LHE	5810	Planning Educational Programs.....3
LHE	5530	Selected Topics in Community Education.....3

OR

LHE	5300	Community Education & the Public School Administrator.....3
LHE	5780	Grantsmanship in Education.....3
LHE	5630	The Adult Learner.....3
LHE	5700	Educational Leadership.....3
LHE	6900	Internship/Field Study in Community Education.....4

Suggested Electives:

Students are strongly encouraged to take course work from departments other than LHE. Commonly elected learning experiences a student could choose from in consultation with his/her advisor include, but are not limited to:

HPC	4840	Human Relations and Interaction.....2
LIB	5080	Contemporary Libraries & Communities.....3
MGT	5170	Organizational Design & Development.....3
PS	5030	Masses and Elites in American Policies.....3
FDN	4810	Education in Appalachian America.....3
SOC	4560	Race and Minority Relations.....3
ANT	5530	Anthropology of Education.....3

Comprehensive Examination:

Prior to graduation, the student must successfully complete a comprehensive written examination.

Assessment and Evaluation Process:

The following process will be utilized in assessing a student's level of competence in each area:

Step 1: A Faculty Committee representing the Community Education Faculty Advisory Committee will interview and assess each student's level of competence during his/her admissions interview, and will recommend a first semester course of study.

Step 2. A study plan of action will be developed for the individual during the first semester in which a student is enrolled.

Step 3: Evaluation will be continuous throughout the student's program, with competencies being measured as determined in the first semester.

The student will be expected to take the required number of hours in the program, although he/she may have already demonstrated competence in several areas. In that case, substitutions may be made in the program of study.

Step 4. A final comprehensive examination will be conducted wherein a student will have evidence available to demonstrate a competence level in at least six areas.

Educational Specialist in Educational Administration

Advanced Principal/Superintendent Ed.S. (30 SH)

Co-requisites: Courses required if not taken at M.A. level. They must be taken concurrently with Ed.S. program of study for no degree credit.

LHE	5010	Public School Administration.....	3
LHE	5030	The Principalship.....	3
CI	5060	Curriculum Planning.....	3
			<u>9</u>

Students will receive credit for the following courses taken in Ed.S. program if they were not taken at M.A. level:

CI	5050	Supervision of Instruction.....	3
LHE	5600	School Law.....	3
LHE	5700	Educational Leadership.....	3
			<u>9</u>

Required for Ed.S. Degree and Advanced Principal Certification:

LHE	6300	Personnel Administration in Education.....	3
LHE	6530	Advanced Seminar in Curriculum and Instruction.....	3
LHE	6700	Politics in Administration.....	3
LHE	6900	Internship/Field Study.....	6
			<u>15</u>

Required Additionally for Superintendent Certification:

LHE	6180	School Finance.....	3
LHE	6491	Seminar in Operation and Maintenance of School Facilities.....	3
			<u>6</u>

Suggested Electives:

LHE	4980	Introduction to Adult and Community Education.....	3
LHE	5250	Conflict Management.....	3
LHE	5533	Microcomputers for Administrators.....	1
LHE	6600	Seminar in Legal Problems.....	3
LHE	6180	School Finance.....	3
LHE	6491	Seminar in Operation and Maintenance of School Facilities.....	3
LHE	5870	The School Administrator in Contemporary Society.....	3

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

Educational Specialist in Higher Education with concentration in: Administration, Adult Education, Developmental Education or Teaching

Prerequisites: Master's Degree, Graduate Record Examination Score, and approval of the Admission Committee and the Chairperson of the Department.

Hours: 30 hours

Required Courses:

FDN	5861	History of Postsecondary Education in America.....	3
LHE	6040	Readings in Postsecondary Education.....	3
LHE	6631	Teaching and Learning in Postsecondary Education.....	3
LHE	6650	Seminar in Postsecondary Education.....	3

Courses other than the core requirement will be selected by the student in consultation with the advisor.

Thesis: Optional

The individualized section of the Educational Specialist's program should be congruent with the student's occupational goal and can include course work in cognitive areas, preparation of thesis, or general professional development.

Comprehensive: During final term in the program, the student must demonstrate proficiency through successfully completing a written comprehensive examination and an oral examination conducted by the advisory committee.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4750. Planning and Conducting Adult Learning Experiences/(3).S.

An analysis of the role of the adult educator in planning and conducting experiences designed to facilitate particular learning outcomes. Special attention is given to the creation of a learning environment within which the adult educator works with individuals and groups.

4900. Internship/(2-6).F;S.

A teaching, training, or administrative internship in an appropriate educational setting under the direct supervision of experienced instructors and administrators. Students teach courses in vocational, technical, or human service programs and/or perform administrative, research, and training functions in area of adult and continuing education. Grade is on an S/U basis only.

4960. Government and Corporate Relations/(3).S.

This course will prepare students to: access appropriate governmental, foundation, and corporation personnel; develop and utilize networks between a home organization and governmental contacts on a local, state, regional, and national level.

4970. Seminar on Community and Technical Colleges/(3).F;SS.

Study and analysis of teaching, administrative, planning and leadership problems and issues related to community colleges, technical colleges, and technical institutes. Research of recent trends of two year colleges are studied. This course is also designed to complement the internship by assisting the students with course planning and development.

4980. Introduction to Adult and Community Education/(3).F.

The principal goal of this course is to give students an appreciation of the evolution of the concepts, philosophies, and programs of adult and community education. The course is intended to serve as an introduction of the numerous populations, agencies, and delivery systems involved in the process of providing lifelong learning experiences.

5010. Public School Administration/(3).F;SS.

An introductory study of basic structure, organization, and philosophical theories and administration of public schools of the U.S.

5030. The Principalship/(3).S;SS.

The purpose of this course is to help students better understand the functions and purposes of the principalship. Theories, principles, and practices applicable to the organizational components of schools will be emphasized.

5250. Conflict Management in Educational Administration/(3).S.

Sources of conflict for the administrator are analyzed including communications and professional negotiations. Emphasis is placed on basic problem solving techniques.

5300. Community Education and the Public School Administrator/(2).On Demand.

Designed to familiarize the student with the variety of models of community education and community schools together with the underlying philosophy of each. Particular emphasis will be placed on the administration of community education from the point of view of the public school administrator.

5420. Community, Junior, and Technical Colleges/(3).F;S;SS.

An analysis of public and private two-year educational institution in the United States. An overview is given to the study of historical development, student characteristics, role of faculty and administration, curriculum and instructional development, adult education programs, and research in recent trends in these institutions.

5430. Organization and Administration of Postsecondary Education/(3).F.

A study of the concepts of organization and administration as applied to post-secondary educational institutions and agencies. Emphasis is placed on understanding organizational structure and the functions of management in educational and agency environments.

5440. Instruction in Postsecondary Institutions/(3).F;S;SS.

A study of various theories of instruction with emphasis on the merger of theory and practice in the development of learning strategies for higher education.

5451. Teaching Practicum in Higher Education/(1-3).On Demand.

A course study designed specifically for graduate teaching assistants at Appalachian State University as part of a preservice and inservice instructional development program. Attention is given to specific problems and issues relating to teaching in higher education. Resources are drawn from the faculty of the department and disciplines represented on campus to help the teaching assistants improve their teaching skills.

5491. Planning School Facilities/(2).On Demand. Emphasis upon educational planning of teaching space and facilities, planning buildings for newer instructional equipment, power requirement, efficient use of existing facilities, economical housekeeping and maintenance programs.

5500. Independent Study/(1-4).On Demand. Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

5530-5549. Selected Topics/(1-3).On Demand.

5600. School Law/(3).F;SS.

A study of the fundamental principles underlying the relationship of the state to education and the laws which are applicable to practical problems of school organization and administration.

5630. The Adult Learner/(3).F.

A study of the characteristics of adults as learners. Special attention is given to review of research on adult learning and to the role of the adult educator as a facilitator in the learning process.

5700. Educational Leadership/(2-3).F;SS.

A study of the process of leadership with activities designed to improve skill in planning, decision making, organizing, communicating, and evaluating. Research on leadership and the processes of implementing change will be analyzed.

5770. Seminar in Community Education/(3).S.

A seminar designed to complement a basic understanding of community education through the development of competencies in the following areas: assertiveness training, facilitating change, effective communications, governmental relations, and evaluation techniques.

5780. Grantsmanship in Education/(3).S.

A study of fiscal resources available to researchers and practitioners in professional education, involving identification of funding sources, an understanding of proposal requirements and strategies for proposal development, competence in proposal evaluation, experience in the drafting and submission of a specific proposal to an appropriate agency.

5810. Planning Educational Programs/(3).F.

The principles and processes involved in programming, including basic theories and concepts supporting the programming process for adult clientele. Consideration will be given to determining needs for specific training in a community and developing programs appropriate to meet those needs.

5840. College Finance and Personnel Administration/(3).S.

A study of financial and personnel management principles as related to higher education. Consideration is given to sources of funds, budgeting, purchasing, and financial accountability in higher education. Personnel policies, issues, and problems relating to the educational management function are studied.

5870. The School Administrator in Contemporary Society/(3).On Demand.

This course is designed to study the school administrator's role in the context of contemporary society. Particular emphasis is placed on: the interrelationships that exist among institutions within a community, the changing attitudes of groups, of individuals, the traditional family, and educational agencies. The course is intended to provide the student with an appreciation of the current and possible function of schools, agencies, and other societal institutions of educational delivery systems.

5890. Developmental Education in Postsecondary Institutions/(3).F;SS.

A study of the historical development, theoretical foundations, and important characteristics of effective developmental education programs in postsecondary institutions.

5900. Higher Education Internship/Field Study/(2-8).F;S;SS.

Supervised experiences of teaching and/or administration under the direction of competent personnel or study of problems in postsecondary educational institutions or other appropriate agencies. Offered on S/U basis for M.A. degree students.

5900. School Administration and Supervision Internship/Field Study/(2-8).F;S.

Supervised experiences of leadership and management under the direction of competent personnel or study of problems in a public school, public school system, or other appropriate agencies. Offered on S/U basis for M.A. degree students.

5990. The Law of Higher Education/(3).S.

An overview of the law as it affects the administrator in higher education. The accent is on learning general concepts and sources of the law and regulations. Additionally, students select individual problem areas for detailed study.

5999. Thesis/(2-4).F;S;SS.**6040. Readings in Postsecondary Education/(3).S.**

Emphasis is given to understanding the conceptual framework of adult education, community education, developmental education, teaching, and administration through the study of relevant literature. Each student will conduct a study of the literature in one of these areas.

6050. Seminar in School Supervision/(2).On Demand.

A course for students preparing for positions as general county or city school supervisors. Includes methods of evaluating staff and the planning of staff development programs for the improvement of instruction.

6180. School Finance/(3).F.

A study of the principles which contribute to an understanding of public school finance. Emphasis is placed on budget making, fiscal management, and business operations.

6300. Personnel Administration in Education/(3).S.

This course will provide the student with a broad array of tools for administering the human resources in a school or school system. Particular attention will be paid to issues such as tenure, grievances, evaluation, interviewing, and recruitment. Appropriate statutory law will be examined.

6491. Seminar in Operation and Maintenance of School Facilities/(3).S.

Planning the modern school plant, design and nature of functional educational facilities, personnel involvement, maintenance, determining the needs of the community, factors in the selection of sites, architectural and contractual services.

6500. Independent Study/(1-4).On Demand.

Subject matter may vary depending on student interest and need. A study may enroll more than once provided the content does not duplicate that of the previous course.

6530-6549. Selected Topics/(1-3).On Demand.

Topics considered may include the following: Seminar in Educational Leadership; and Seminar in College Administration, etc.

6550. Seminar in Comparative Education/(2-3).S.

A comparative study of post-compulsory institutions in other countries. Emphasis on the governance, administrative, curricular and instructional issues, concerns, and processes as they relate to the role of post-compulsory institutions. The study of an educational system is done in conjunction with seminars and visitations to educational institutions as well as travel throughout the countries under consideration, when possible.

6600. Seminar in Legal Problems/(3).S.

Current legal issues and problems related to organization and administration of public and private educational institutions.

6631. Teaching and Learning in Postsecondary Education/(3).S;SS.

An in-depth study of learning concepts with implications for instructional models. Special emphasis is given to the process of structuring learning experiences. Prerequisite: LHE 5440 or 5630 or consent of advisor.

6650. Seminar in Postsecondary Education/(3).S;SS.

To provide an opportunity in which the student can integrate the knowledge and skills gained in the program of study. This is a summative experience which is designed to be incorporated toward the end of the graduate program and will emphasize the personal and professional development of post-secondary personnel. Prerequisite: LHE 6631, FDN 5861 or consent of advisor.

6700. Politics in Administration/(3).S.

Politics in Administration will focus on those less obvious processes that accompany the decision-making process. Particular attention will be paid to concepts such as power brokering, interdependence of agencies, and agency politics.

6850. General Education and the Liberal Arts in Higher Education/(3).F.

The purpose is to help the student develop an understanding of the concepts of the liberal arts and general education in higher education, a knowledge of their historical development in America, and an acquaintance with the current state of these programs in American Higher Education.

6900. Higher Education Internship/Field Study/(2-8).F;S;SS.

Supervised experiences of teaching and/or administration under the direction of competent personnel or study of problems in post-secondary educational institutions or other appropriate agencies. Offered on S/U basis for Ed.S. degree students.

6900. School Administration and Supervision Internship/Field Study/(2-8).F;S.

Supervised experiences of leadership and management under the direction of competent personnel or study of problems in a public school, public school system, or other appropriate agencies. Offered on S/U basis for Ed.S. degree students.

6999. Educational Specialist Thesis/(2-4).F;S;SS.

Department of Library Science and Educational Foundations

Chairperson: Jamison

Graduate Faculty: Bliss, Busbin, Dale, Jamison, Maycock, Mielke, Tashner

The Department of Library Science and Educational Foundations offers programs of study leading to the following degrees:

Master of Arts Degree in Instructional Technology-Computers. (M.A.)

Master of Library Science Degree. (M.L.S.)

Education Specialist in Education Media-School Librarianship. (Ed.S.)

The Department of Library Science and Educational Foundations serves the education community and the public in two ways. It provides foundational courses which have relevance to the professional studies component in teacher education. The courses in Foundations of Education (FDN) provide students of education and the institution of the school with the opportunity to learn about the social and cultural factors that impact on education and schooling. The department also provides courses that develop the skills and knowledge needed to understand how research in the field of education is designed, implemented, and evaluated. The Foundations of Education faculty is available to assist fellow professionals and the public in meeting those needs which involve educational research activity, assessment procedures, and in understanding the various cultural factors that seem to impinge on the school and its mission in society through studies in the history, philosophy and sociology of education.

The Foundations of Education faculty in cooperation with faculty in Library Science and the Department of Mathematics offers a Masters Degree in Instructional Technology-Computers. The program provides the individual with the skills and competencies basic to the development and management and teaching of instructional programs in schools using microcomputers. The North Carolina State Department of Public Instruction grants the 077 Certificate (Instructional Technology Specialist-Computers) upon completion of the degree. It is envisioned that the person holding this degree and level of certification will provide leadership in the instructional use of computers at the school building level or school system level. The degree program consists of a minimum of 36 semester hours of study. The individual's program of study must be carefully planned with the aid of an advisor. The program of study is developed in light of the experience and skills a person brings to the program.

Students wishing to pursue this degree program apply to the Appalachian State University Graduate School for admission. The Graduate School will provide the necessary information as to what is expected with the completed application. When the application is complete in all details it will be sent to the department for action by the faculty in the program area. If a student does not already possess teacher certification this requirement must be met prior to admission to the degree program. Anyone in this category should contact the Chairperson of the department for further advice.

Master of Arts Degree in Educational Media (Instructional Technology-Computers)

Prerequisites to the degree program are as follows: (Must be completed prior to formal admission into program)

CS	1440	Programming Fundamentals.....	3
		or equivalent in Pascal Programming	
FDN	3100	Classroom Use of Microcomputers in Grades K-12.....	2
Teacher certification at the "A" or "G" level (or equivalent from another state)			

Requirements for the Degree:

FDN	5000	Research in Education.....	3
FDN	5810	Computer Technology, Society & Schooling.....	2
FDN	5200	Instructional Applications of Microcomputers.....	2
FDN	5210	Current Issues Seminar in Educational Microcomputing*	3
LIB	5250	Evaluation and Selection of Educational Computer Software and Hardware.....	3
LIB	5260	Online Searching Through Telecommunications.....	2
CI	5920	Communication Theory and Instructional Design.....	3

CI	5060	Curriculum Planning.....	3
LHE	5010	Public School Administration.....	3
MAT	5980	Special Topics in Mathematics Education: Algorithms.....	3
MAT	5980	Special Topics in Mathematics Education: Current Computer Use.....	3
FDN	5900	Internship in Educational Computing.....	2
Electives selected in consultation and with the advice of advisor.....			3-12
*Thesis Option			
FDN	5999	Thesis (Students may elect to write a thesis in the field of the Instructional Use of Computers for 3-4 hours credit. Substitutes for FDN 5210).	

A Comprehensive Examination (written) is required of all students.

Library Science Programs

The department offers programs of study which lead to the Master's Degree in Library Science (MLS) and the Specialist in Educational Media (for librarians) Degree (Ed.S.). The faculty in Library Science provides instruction in the program in Library Science and also is available to practitioners in the field for assistance in dealing with concerns and problems related to providing library and information services in the schools. The programs of study and the goals of these programs are listed below:

The Master of Library Science degree program in school librarianship at Appalachian State University has as its goals and objectives:.

- A. To offer a graduate program which prepares students to provide library and information services in school settings (K-12). Students will be able to:
 1. Articulate the theories, principles and emerging trends related to school librarianship in general.
 2. Identify and assist in meeting information needs of library clientele served.
 3. Identify and implement effective uses of library and information media.
 4. Perform functions required in the efficient operation of a school library media center
 5. Relate the concept of intellectual freedom to the functions and services of the school library media center.
 6. Relate professional ethics to employment practices.
 7. Identify, engage in, and apply research related to school librarianship.
- B. To provide a graduate program which emphasizes the interdependency of libraries of all types and other information agencies in meeting information needs. Students will be able to:
 1. Articulate the rationale for library networking.
 2. Relate the potential cooperative ventures between school library media centers and other kinds of libraries.
 3. Discuss the benefits of library cooperation to both library clientele and professional staff.
- C. To inculcate in students an understanding of both the opportunities and responsibilities for professional involvement. Students will be able to:
 1. Demonstrate commitment to professional growth and development by planning and participating in programs for school library media specialists through professional associations and continuing education programs, including those which could enhance professional and cooperative relationships with other types of information professionals.
 2. Identify and select professional associations with which affiliation would be of value in a given situation.
 3. Articulate a philosophy related to their professional practice and career growth.
- D. To assist in fulfilling the mission of the Reich College of Education and Appalachian State University. Faculty and students will:
 1. Participate in deliberations related to the operations of the Department, the College, and the University.
 2. Engage in professional activities that further the mission of the University to the region being served.

The program of study leading to the degree of Master of Library Science (M.L.S.) requires a minimum of 42 semester hours of study. The program in Library Science is approved by the North Carolina State Department of Public Instruction and reflects Media Coordinator (School Librarian) competencies required by the state. Completion of the 42 semester hour program of study awards not only the Master Degree in Library Science but 076 (Media Coordinator) Certification. A student who already possesses a certificate in a major field of study and is seeking 076 certification through the Master Degree in Library Science will not be required to take the Professional Education component (9 semester hours) but will select 9 semester hours of elective credits in consultation with an advisor. **Students must plan a program of study in consultation with an advisor.**

Requirements for the Master in Library Science Degree (M.L.S.)

(The following courses are basic to the Master of Library Science Degree.)

FDN	5000	Research in Education.....	3
LIB	5010	Building School Library Media Collections.....	3
LIB	5020	Information Sources and Services.....	3
LIB	5030	Cataloging and Classifications.....	3
LIB	5040	Management of the School Media Center.....	3
LIB	5050	Computer Applications in School Library-Media Centers.....	3
LIB	5080	The School Library-Media Program.....	3
LIB	5160	Critical Evaluation of Media for Children and Young Adults.....	4
LIB	5190	Reading, Listening and Viewing Guidance.....	3
CI	4750	Audiovisual Instruction.....	3
LIB	5900	Internship/Practicum	1-6

(Note: The hours required in LIB 5900 are based upon the program needs of the student, type of valid certificate of the student and is planned in consultation with the student's advisor.)

Electives approved by the student's advisor complete the credit hours required.

(The following courses are required for students who do not hold a valid "A" or "G" teaching certificate in a major field. Other students will choose electives in consultation with their advisor to fulfill the degree requirements.)

FDN	5840	Social and Philosophical Foundations of Education.....	3
PSY	5555	Advanced Educational Psychology.....	3
		and one of the following:	
CI	5060	Curriculum Planning.....	3
CI	5580	Middle Level Curriculum and Instruction.....	3
CI	5590	Advanced Study in Early Childhood Curriculum and Instruction.....	3

A Comprehensive Examination (Written) is required of all students.

Individuals already possessing a Master's Degree and valid "A" or "G" level certification in a teaching field may acquire the 076 (Media Coordinator) Certificate by completing either a 30 semester hour second Master's degree or a Specialist in Educational Media Degree (Ed.S.). Students who do not possess teacher certification must complete the 9 semester hour Professional Education requirement. In some individual cases the student's program of study in either the second Master's degree or in the Educational Specialist degree may require an additional 3 semester hours of Internship/Practicum for 076 Certification. This additional requirement will be determined by the advisor in consultation with the student.

Educational Media (For Librarians) Ed.S.

The Ed.S. program in Educational Media (for librarians) provides the opportunity for individuals with work experience to update and expand their professional knowledge. Often students will use this degree program to develop a specialty within the profession.

Students with Masters degrees in other disciplines may also redirect their careers with a degree in Library Science.

Individuals already possessing the master's degree and a valid North Carolina "A" or "G" level teacher's certificate and who qualify for admission to the Ed.S. Program in Educational Media (for librarians) may acquire the 076 (Media Coordinator) certification competencies through the Ed.S. degree. This may be accomplished by completing the program of study in library science prescribed for the MLS degree leading to 076 certification. Any internship/practicum required will be in addition to the 30-semester hour program required for the Ed.S. in Educational Media (for librarians).

The curriculum for the Ed.S. degree (30 semester hours) is planned for a student in consultation with a faculty advisor. The program can be interdisciplinary, and should include a strong component of research or evaluation methods. A Comprehensive Examination (written) is required.

Admission to Library Science Programs

All applications and inquiries for applications should be addressed to:

Joyce V. Lawrence, Dean
Cratis D. Williams Graduate School
Appalachian State University
Boone, NC 28608

Applicants for programs in Library Science must complete all the steps in the application process of the Graduate School. In addition, the Admissions Committee may request an applicant interview or a written goals statement prior to any decision on admission to the program. Applicants should submit a current resume to the department faculty.

Students in Library Science may take only six hours of graduate work prior to full admission to the program.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Courses of Instruction in Library Science (LIB)

5010. Building School Library Media Collections/(3).F;SS.On Demand.

Concepts and practices related to the process of building and managing the school library media center collection.

5020. Information Sources and Services/(3).F;SS. On Demand.

An examination and evaluation of library reference materials and other information sources, print, audiovisual and electronic, used in support of information and recreational needs of youth. Information seeking patterns and reference services are included.

5030. Cataloging and Classification/(3).S;SS.On Demand.

The organization of print and non-print information resources in the school media center according to the standards of Dewey classification and Sears description. Microcomputer applications are used extensively in the process.

5040. Management of the School Library Media Center/(3).F;SS.On Demand.

Management theory and managerial functions are investigated and applied to the school library media center as it fulfills its mission of instructional support to the school's curriculum.

5050. Computer Applications in School Library Media Centers/(3).S;SS.On Demand.

Surveys use and assessment of available computerized systems in library networking, circulation, acquisitions, reference services, and serials control systems. DIALOG Information Services and OCLC subsystems are introduced. Prerequisites: LIB 5020, 5030.

5080. The School Library Media Program/(3).F;SS. On Demand.

Concepts and current practices related to the planning, implementing, and evaluating of a school media program as an integral part of a school curriculum, including its history and development.

5130. Government Publications/(3).On Demand.

Examination of the nature and scope of federal, state, local and international government publications with primary attention given to publications of the United States; basic reference materials; acquisition and organization of government publications. Prerequisite: LIB 5020, 5030, 5050.

5140. Online Information Sources and Services/(3). On Demand.

Investigation of methods, materials, and problems of online information services. Techniques and methodologies are examined. Hands-on experience in online searching of the literatures of various fields. Prerequisites: LIB 5020, 5030, 5050.

5150. Library Services to Youth/(3).F;SS.On Demand.

This course presents the organizational structures found in public and other types of libraries to provide services to children and young adults, including the why, how, and by whom such services are provided. Emphasis is placed on the management responsibilities for assuring quality service to these clientele.

5160. Critical Evaluation of Library Media for Children and Young Adults/(4).F;SS.On Demand.

Presents theories of literature, various media formats, and frameworks by which school media specialists select, evaluate, and use materials with children and young adults. Included are extensive reading and viewing of representative materials and use of professional literature to develop critical analysis skills.

5170. Storytelling/(3).On Demand.

An introduction to storytelling programs; experience in selecting, adapting, and presenting materials from the oral tradition and modern literary sources. Emphasis will be placed on the study of folklore and its adaptations for children.

5180. Multicultural Literature for Youth/(3).On Demand.

To introduce the nature of cultural pluralism and prejudice in American Society and to identify its elements in the literature and media for children. Media for children which best exemplifies each ethnic group will be discussed. Criteria for the evaluation of multicultural content in media will be presented. Ways in which to introduce multicultural content in library programs for children will also be examined.

5190. Reading, Listening, and Viewing Guidance/(3).S;SS.On Demand.

A systematic approach to the reading/listening/viewing guidance process which includes a study of strategies and techniques for helping young people develop better reading/listening/viewing skills and habits; methods for determining interests, preferences and needs; and activities that may be used to heighten understanding of media.

5200. History of Books and Libraries/(3).On Demand.

Survey of the development and forms of books and libraries from ancient times to the present.

5210. Information Technologies in Libraries/(3).On Demand.

An investigation of the recently emerged technologies and methods which have greatly changed the processes of acquisition and dissemination of information in libraries. Various technologies will be studied which include telecommunications, telefacsimile, cable, satellite, videotex, and microcomputers. Prerequisites: 5020, 5030, 5050, or permission of the instructor.

5220. Introduction to Information Science/(3).On Demand.

Survey of developments, basic concepts, and methodologies. Emphasis is on the basic theories and the structure and dynamics of information flow, the structure of literature and documents. Tools and techniques for organization of information will be studied. The relationship of information science to librarianship and other disciplines will be examined. Prerequisites: LIB 5020, 5030, 5050.

5230. Information Storage and Retrieval in Libraries/(3).On Demand.

Presents concepts and theories of information storage and retrieval in the design, implementation, and

evaluation of information systems. Various techniques of information processing in libraries and information centers are discussed. In-depth treatment of indexing languages and subject analysis. Prerequisites: LIB 5020, 5030, 5050, or permission of the instructor.

5250. Evaluation and Selection of Educational computer Software and Hardware/(3).S;SS.

A study and application of the criteria and recommended practices and procedures involved in evaluating and selecting microcomputer software and hardware for instructional uses and for building library-media collections.

5260. Online Searching Through Telecommunications/(2).On Demand.

Introduction to accessing and searching electronic data bases. Search strategies and commands are discussed and practiced through classroom instructional programs such as Dialog. Coverage includes the different types of files and sources available.

5270. Instructional Role of the School Library-Media Specialist/(3).F;SS.

This course combines theory and practice in exploring the many facets of the instructional role which can be and is played by the school library-media specialist in the teaching and learning process.

5400. Seminar/(3).S;SS.**5500. Independent Study/(1-4).F;S;SS.****5530-5549. Selected topics/(1-3).On Demand.**

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of a previous course.

5900. Internship/Practicum/(1-6).F;S;SS.

Planned and supervised observation and practice in an approved library or other information service agency. A 45-hour field experience for each semester hour of credit to be earned will be planned by the student in conjunction with supervising librarian and university supervisor. Placement is made only with advice and approval of Advisor.

5999. Thesis/(2-4).F;S;SS.**6000. School Library-Media Center Issues and Trends Seminar/(1-3).On Demand.**

A seminar which treats contemporary issues and trends relative to organization, procedures, program, personnel, interlibrary relationships, information access, finance, and newer technologies impinging upon school library-media centers.

6020. Advanced Reference: Sources and Services/(3).On Demand.

An advanced course designed to explore the various aspects of contemporary reference services provided by information professionals. Includes a survey of manual and computer reference sources and issues related to reference services. Some practical reference experience provided in an academic library setting. Prerequisite: LIB 5020.

6100. District/Regional School Media Supervision/(3).On Demand.

An exploration of the role of school library-media supervision at the district and regional level and the various functions performed by school library-media supervisors.

6500. Independent Study/(1-4).F;S;SS.

6530-6549. Selected Topics/(1-3).On Demand.

Courses of Instruction in Foundations of Education (FDN)

Senior/Graduate Courses

4560. Measurement and Assessment/(2).F;S;SS.

Basic course for elementary, secondary, and junior college teachers which stresses the construction and use of teacher-made tests.

4600. Educational Statistics/(2).F.

A study of the basic statistical procedures in education including measures of reliability, variability, correlation, central tendency, and problems of sampling.

4800. Education of the Culturally Diverse/(3).F;SS.

A general survey of situations encountered by the teacher in a culturally diverse society. An emphasis on the development of the empathetic teacher and the creation of teacher strategies and materials. Open to graduates and seniors.

4810. Education in Appalachian America/(3).S;SS.

A course designed to assist the teacher of mountain children in understanding the pupil and school in the Appalachian culture. Various Appalachian cultural descriptors and their effect on schooling will be discussed with attention to the creation of teaching strategies and materials. Open to graduates and seniors.

Graduate Courses

5000. Research in Education/(2-3).F;S;SS.

A study of the various types of research and the logical organization of research and reporting. In addition to becoming acquainted with the primary educational resources for research, the student will develop a research proposal. Those taking the course

for three semester hours credit will have additional exposure on statistical concepts involved in educational research. The course is required (usually in the first semester) for all persons working for Master of Arts degrees in any area of education and industrial arts.

5200. Instructional Applications of Microcomputers/(3).F.

Designed to explore specific applications of hardware and software in K-12 classrooms. Students will investigate many software programs at all grade levels and in many subject areas to develop specific classroom instructional lesson plans and teaching strategies. Instructional strategies will be tested and evaluated in a classroom setting. Students will also be expected to visit several exemplary microcomputer program sites in the state.

5210. Current Issues Seminar in Educational Microcomputing/(3).On Demand.

A seminar dealing with current issues in using microcomputers in educational settings. Participants will explore these issues using the professional literature of the field and will choose a specific issue on which to do a detailed review of the literature to use in making recommendations for curricular development and change. Prerequisite: FDN 5000.

5530-5549. Selected Topics/(1-3).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

5800. History of American Education/(3).S;SS.

A study of the historical development of education in the United States. Special emphasis is given to educational concepts and practices as they relate to political, social, and cultural development in the growth of a system of public education.

5810. Computer Technology, Society and Schooling/(2).F;SS.

An examination of the impact of technology on society and the school with emphasis on the role of the computer in teaching and learning, knowledge theories, learning styles of various social class groups, ethical problems in using computers in instruction and society in general are included.

5840. Social and Philosophical Foundations of Education/(3).F;S;SS.

An examination of the philosophical assumptions which appear to influence education policy decisions and an examination of social forces which impact on education—particularly the process we call schooling. Inquiry into significant social and philosophical issues in education is a major component.

5861. History of Postsecondary Education in America/(3).F;SS.

The study of the development of colleges and universities, community, junior, and technical colleges; and the adult and community education movements. The impact of movement in education, internationally on the development of postsecondary education in America are explored. The study of current issues and problems in postsecondary education is included.

5870. Statistical Applications in Education/(2).F.

Advanced statistical methods and analysis as applied to education.

5900. Internship in Educational Computing/(2).On Demand.

Provides direct experiences for graduate students desiring to be competent instructional technology specialists in microcomputers.

5999. Thesis: Master of Instructional Technology Specialist: Computers/(3-4).On Demand.

For (077) Instructional Technology Specialist only.

6000. Seminar in Research Design/(1-3).F;S;SS.

The application of research techniques in the investigation of educational problems. This course is of particular value in the definition and design of the research required for advanced graduate degrees.

6500. Independent Study/(1-4).On Demand.**6530-6549. Selected Topics/(1-3).On Demand.****6600. Historical Survey of Reading Education/(3).F;SS.**

Provides student with breadth and depth in the evolution of the field of reading. History of the field will be studied along the following subdivisions: (1) sociology of reading, (2) physiology and psychology of reading, and (3) pedagogy of reading.

Department of Management

Chairperson: Worrell

Graduate Faculty: Geyer, Goddard, Lyne, Mahmoud, Peterson, Reeder, Sineath, Thomas, Worrell

The Department of Management offers course work at the graduate level which forms a part of the MBA degree program (see MBA program description, page 77). Prerequisite to graduate study is admission to the MBA program or permission of the Director of Graduate Studies in The Walker College of Business.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4560. Issues in Health Care Administration/(2).F.

An examination of topical environmental and managerial issues having current impact on the health care industry, with particular emphasis upon administrative implications.

4570. Compensation Administration/(3).S.

A study of the economic, legal, psychological and social aspects of employee compensation with consideration given to Federal and N.C. laws; techniques for analyzing, evaluating and pricing jobs. Planning for and administering a total compensation program including incentives and fringe benefits. Prerequisite: MGT 3620 or MGT 3020. (This course may not be taken on an individual study basis.)

4630. Labor Relations/(3).F;S.

A study of labor-management relations with emphasis on management's relations with organized labor. Lecture, discussion and cases are used to study the reasons employees join unions, the laws that apply, and the process of working out a labor contract after it is negotiated. Prerequisite: MGT 3620, 3020, or Permission of Instructor. (This course may not be taken on an individual study basis.)

4700. Organizational Theory/(3).F;S.

The development and maintenance of organizational effectiveness are studied in terms of environmental effects, systems aspects, communications, structure, and the dynamics of problem solving, goal setting, politics, conflict, and governance. Organizations are treated as behavioral units from the macro perspectives of general managers and organization planners. Prerequisite: MGT 3630 or MGT 3010.

4750. Business Policy/(3).F;S;SS.

Comprehensive analysis of administrative policy making from a total organization point of view; use of case analysis and simulation to develop integrative decision skills. Prerequisites: All College of Business core courses. (This course may not be taken on an individual study basis.)

4770. Social Responsibilities of Management/(3).F;S.

A study of the economic, legal, political, and social environment within which business process takes place; how such environment affects the decisions managers must make. Prerequisite: MGT 3630 or MGT 3010.

4810. Seminar/(1-3).On Demand.

Graduate Courses

5010. Managing Human Resources I/(3).F.

A micro approach to organizations focusing on the individuals within organizations as the relevant unit of analysis. Topics examined include: personality, perception, motivation, attribution, leadership, power, decision making, and small groups and small group processes. prerequisites: Admission to a COB Graduate Program or permission of the Director of Graduate Programs, Walker COB.

5020. Managing Human Resources II/(3).F.

A macro approach to organizations focusing on the structures and processes within aggregated organizational social systems. The behaviors of members of subsystems, organizations and their environments are explored. Topics examined include: organizational culture and structure, organization environment relations, Organizational technology, organizational bureaucracy and size, organizational politics, intergroup relations and conflict, and organizational effectiveness and renewal. Prerequisites: Admission to the MBA Program; MGT 5010 or its equivalent approved by the Director of Graduate Programs, Walker COB.

5030. Organizational Communication/(3).F;S;SS.

This course is designed to explore theories and practical applications of the conduct and management of multi-level communications in organizational settings. The course provides an overview of skills and activities addressing communication as a necessary managerial skill. The course will relate theoretical concepts and empirical research to applied settings using a combination of lectures, case analyses, readings, and exercises. Prerequisite: Graduate Standing.

5150. Behavioral Applications in Business/(3).F;S.

This course aims to give the student practice in applying concepts and techniques useful in solving managerial, organizational and human behavior problems. It will highlight current research and theoretical background in social sciences oriented to the solutions of business problems. Prerequisite: Graduate standing.

5160. Applied Personnel Administration/(3).S.

The study of problems in personnel management emphasizing development of the ability to analyze problems and to apply management fundamentals to specific behavior problems. Prerequisite: Admission to ASU Graduate Program or permission of the Director of Graduate Studies, Walker COB.

5450. New Venture Management/(3).S.

An examination of the requisites associated with successful development and implementation of innovative strategies and new ventures in both entrepreneurial and intreprenurial environments. Among the factors to be considered are the feasibility, operational planning, funding, initiation, and follow-through of innovative ventures. Prerequisite: Admission to the MBA Program; DS 5180; FIR 5020.

5530-5549. Selected Topics/(1-3).On Demand.**5750. Organizational Strategy and Policy/(3).S.S;SS.**

The study of current research findings, regarding the dynamics, principles, and practices involved in formulating business and other organizational policies and strategies, and the application of these concepts to actual and simulated issues and problems. Prerequisite: Admission to the MBA Program and completion of 27 hours of graduate course work.

Department of Marketing

Chairperson: King

Graduate Faculty: Boya, Clopton, Dotson, Firat, King, Patton

The Department of Marketing offers course work at the graduate level which forms a part of the MBA degree program (see MBA program description, page 77). Prerequisite to graduate study is admission to the MBA program or permission of the Director of Graduate Studies in the Walker College of Business.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4550. International Marketing/(3).F;S.

An analysis of cultural, legal, political, and economic factors affecting marketing in world markets. Emphasis is placed upon the differences in life styles, beliefs, attitudes, behaviors, and their influence upon the marketing decisions of the foreign firm. Prerequisites: MKT 3050 and Senior or Graduate Standing.

4609. Survey of Consumer Behavior/(3).S.

May not be used to satisfy elective requirements within the College of Business for the BSBA or MBA degree. An examination of the psychological, sociological, and economic theories of buyer behavior. Prerequisite: MKT 3010.

4610. Consumer Behavior/(3).F;S;SS.

An examination of the psychological, sociological, and economic theories of buyer behavior. This is followed by analysis of the major current and classical empirical research studies designed to test the different theories of buyer behavior. Prerequisites: MKT 3050 and ECO 3100 (or its approved alternative).

4810. Seminar/(1-3).On Demand.

Graduate Courses

5010. Marketing Management/(3).S.

An introductory graduate marketing course which will emphasize an ethical managerial approach to the elements of the marketing mix, and will familiarize students with the interaction of marketing with other business activities in U.S. and foreign businesses. Prerequisite: Admission to College of Business Graduate Program or permission of the Director of Graduate Studies, Walker College of Business.

5020. Marketing Strategies and Applications/(3).SS.

A rigorous applications-oriented course designed to foster an in-depth understanding of the role of marketing in the firm and its impact on the planning process both in the U.S. and abroad. Through case analysis, simulations and/or business projects, the student will develop solutions for marketing-oriented problems of the firm including the ethical consideration of marketing. Prerequisite: Admission to the MBA Program; MKT 5010 or equivalent approved by the Director of Graduate Studies, Walker College of Business.

5045. Marketing Research and Information Systems/(3).S.

An examination of the techniques and procedures involved in the collection, processing, analysis and organization of marketing information both in the U.S. and abroad. Emphasis is placed on how information is stored, disseminated and used in order that the firm can formulate marketing strategies and develop marketing plans. An ethical perspective will be stressed. Prerequisite: Admission to the MBA Program; MKT 5010 or its equivalent approved by the Director of Graduate Studies, Walker College of Business; MKT 5020; DS 5180; FIR 5020.

5530-5549. Selected Topics/(1-4).On Demand.

Department of Mathematical Sciences

Chairperson: Paul

Graduate Faculty: Bauldry, Curd, Durham, Early, Ensey, Goodman, Graham, Harris, Kader, Kitchens, A., Kitchens, L., Kosmala, Lane, Long, McEntire, Paul, Perry, Richardson, Smith, Williams.

The Department of Mathematical Sciences offers graduate programs which are designed to prepare graduates for careers in business, industry, and government; teaching at the secondary and community, junior and technical college levels; as well as preparation for further study at the Ph.D. level.

Programs emphasize broad training in the mathematical sciences with work in statistics, computing, and applied mathematics in addition to core mathematics.

Master of Arts in Mathematics—Secondary Teaching

Prerequisites: Undergraduate major in mathematics; North Carolina A certificate or its equivalent in another state.

Hours: (a) without thesis 36
(b) with thesis 34

Required courses:

- (a) 24 hours of acceptable* course work in mathematics with at least 12 at 5000 level.
 nine hours professional education
 three hours electives
- (b) 22 hours of acceptable* course work in mathematics including thesis with at least 12 at 5000 level.
 nine hours professional education
 three hours electives

Thesis: Optional

Comprehensive: Written or oral required.

*Determined by Graduate Advisory Committee.

Master of Arts in Mathematics—Applied Mathematics Concentration

Prerequisite: Prerequisites for this program are undergraduate courses in linear algebra, calculus based probability, computer programming, and differential equations. Deficiencies may be removed after entering.

Hours: 36

Required Courses: (9 s.h.); MAT 5620, 5230, and 5310. Twelve hours of applied mathematics from MAT 5160, 5330, 5340, STT 4830, 5850. Fifteen additional hours of approved electives in mathematical sciences. (Fourteen if STT 4830 is taken as one of the above options). A group in Computer Science: Nine hours of approved computer science courses, including CS 4510 or CS 4520.

Language: Demonstrated proficiency in computer science, statistics, of another academic area, subject to the approval of the academic graduate committee in mathematics.

Thesis: None

Comprehensive: Written and oral.

Master of Arts in Mathematics—General

Prerequisites: equivalent of undergraduate major in mathematics.

Hours: (a) without thesis: 36 hours
(b) with thesis: 26 hours in addition to thesis

Required Courses:

- (a) 36 hours of acceptable* course work (at least 30 in mathematical sciences with 15 at 5000 level). Must include MAT 4620, 5620, 5230 and either 4720 or 4310.
- (b) 26 hours of acceptable* course work in mathematical science with at least 15 at 5000 level. Must include MAT 4620, 5620, 5230 and either 4720 or 4310.

Language: Demonstrated proficiency in computer science, statistics, or another academic area, subject to the approval of the academic graduate committee in mathematics.

Thesis: Optional

Comprehensive: Written and oral.

During the first semester of course work, the candidate will meet with the Graduate Advisory Committee to design a program of study. Any subsequent changes in the program are made with the counsel and approval of this committee.

Mathematics Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in mathematics. Specific requirements in these programs are worked out jointly by the Department of Mathematical Sciences and the appropriate department in the College of Education.

*Determined by the Graduate Advisory Committee

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4560. Methods of Applied Mathematics/(3).F.
Odd numbered years.

Topics from complex variables, vector field theory, Fourier and Laplace Transforms, and integral equations. Prerequisites: MAT 2130 and 3130.

4570. Advanced Differential Equations/(3).F.
Even numbered years.

Topics include ordinary differential equations, Green's functions, partial differential equations and boundary value problems, calculus of variations, and numerical solutions of partial differential equations. Prerequisites: MAT 2130 and 3130.

4610. Foundations of Geometry/(2).S;SS.

A treatment of projective geometry including both the synthetic and the analytic approach. Also to be considered is a study of the relation of Euclidean, affine and hyperbolic geometrics to projective geometry. Prerequisites: MAT 2240 and 3610.

4620 Analysis I/(3).F.

A rigorous treatment of sequences, series, basic topology, continuity, and differentiation. Prerequisite: MAT 4220 or permission of instructor.

4710. Introduction to Topology/(3).F.

A study of the basic concepts of general topological space including such topics as compactness, connectedness, product spaces, metric spaces, and continuous functions. Prerequisite: MAT 3110.

4720. Abstract Algebra/(3).F.

A study of group theory including quotient groups, the fundamental theorem of finite Abelian groups, and the Sylow theorems. Includes an introduction to rings with emphasis on Euclidean rings and other principal ideal domains. Prerequisite: MAT 3110 or permission of the instructor.

4910. Informal Geometry/(3).S;SS.

An informal treatment of all aspects of geometry. The topics considered include congruence, measure of segments and angles, constructions, parallels and parallelograms, similarity, space geometry, areas and volumes, and measurements related to circles. Prerequisite: MAT 3910 or 3920 or permission of the instructor.

4930. Foundations of Mathematics/(3).S;SS.

A development of number systems through a postulational treatment of the properties of integers, rational numbers, and real numbers. Included is a study of logic, probability, and elementary statistics. Prerequisite: MAT 3910, or MAT 3920 or permission of instructor.

Graduate Courses

5160. Complex Variables/(3).On Demand.

An introduction to the study of complex variables to include such topics as line integrals, the Cauchy theorem, the Cauchy integral formula, Morera's theorem, and the Laurent series.

5220. Ring Theory/(3).On Demand.

A study of Rings including Euclidean and Polynomial Rings. Modules on Euclidean Rings will be emphasized. Included will be an introduction to Fields and Field Extension. Prerequisite: MAT 4720 or permission of instructor.

5230. Linear Algebra/(3).F.

A study of finite dimensional vector spaces. Among the topics covered are matrices, linear transformations, change of basis, eigenvalues, canonical forms, quadratic forms and quasi-inverses. Prerequisites: MAT 2240 or 3110.

5310. Numerical Analysis with Computer Applications/(3).F.

A study of methods of solving systems of linear and non-linear equations, differential equations and numerical integrations with emphasis on convergence properties and error analysis. Prerequisites: Linear algebra, Real Variables Computer Programming. CS 1400 or 1440, MAT 2240; corequisite 4620.

5330. Mathematical Models/(3).S.

A problems oriented course. The student uses mathematics to model a number of different situations. Among the tools used will be statistics, linear programming, differential equations, and computer simulation. Prerequisite: CS 1400 or 1440 and background in at least two of the utilized tools.

5340. Introduction to Operations Research/(3).S.

Begins with a thorough study of linear programming including duality and sensitivity analysis, after which the transportation and assignment problems will be studied. As time allows, topics from game theory and network analysis will be covered.

5500. Independent Study/(1-3).F;S;SS.

Prerequisite: 12 hours of graduate mathematics.

5530-5549. Selected Topics/(1-3).On Demand.**5620. Analysis II/(3).S.**

A continuation of MAT 4620, including a rigorous development of the Riemann-Stieltjes integral, sequences and series of functions, functions of several variables, and Lebesgue theory. Prerequisite: MAT 4620 or permission of instructor.

5720. Topology/(3).S.

A study of topology to include such topics as general product spaces, complete metric spaces, compactifications, embedding, metrization theorems, and quotient spaces. Prerequisite: MAT 4710.

5910. Investigation in the Teaching of Mathematics/(2).SS.

An examination of recent research and experimental programs in the teaching of secondary school mathematics. Students are encouraged to write experimental designs for potential research problems. Prerequisite: Undergraduate mathematics major or permission of the instructor.

5920-5921. Linear Algebra for Teachers/(2-2).SS.

A study of elementary concepts of linear algebra extending to a rigorous level of algebraic proof. Prerequisite: Undergraduate major in mathematics.

5930-5931. Analysis for Teachers/(2-2).SS.

A rigorous study of elementary calculus extending to a treatment of fundamental concepts of analysis involving functions of a real variable. Prerequisite: Undergraduate major in mathematics.

5941. Microcomputer Programming for Secondary Schools/(3).SS.

Students will use the BASIC programming language to apply microcomputers to a number of areas, such as graphics, work-processing, data management, sorting and simulations. Some previous exposure to computing is helpful but not required. Prerequisite: Undergraduate mathematics major or permission of the instructor.

5970. Number Theory Concepts/(3).SS.

Designed primarily for secondary teachers, this course is a study of the traditional number theory concepts and theorems with special attention to those of significance to the high school curriculum. Emphasis will be on the historical as well as the theoretical development of the subject. Prerequisite: Undergraduate major in mathematics; MAT 3250, or permission of instructor.

5980. Special Topics in Mathematics Education/(1-3).F;S;SS.

A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the field of secondary school mathematics. Prerequisite: Undergraduate major in mathematics and recommendation of graduate advisor. *May be taken up to a total of fifteen semester hours.

5999. Thesis/(1-4).F;S;SS.

Graded on S/U basis only.

COMPUTER SCIENCE

*Senior/Graduate Courses***4510. Programming Language Translation/(4).F.**

Techniques for the translation of programming languages into machine or assembly language. Each student will participate in the writing of a compiler. Prerequisite: CS 3482, CS 3490.

4520. Operating Systems/(4).S.

Study in depth of the various parts of operating systems including schedules, memory management, interrupt handling and time sharing. Lecture three hours, laboratory three hours. Prerequisite: CS 3482, STT 3810 or STT 4850.

4540. Artificial Intelligence/(3).S.

Includes artificial intelligence goals; problem solving; representations, manipulations, and storage of knowledge; knowledge representation in contrast to natural language and mathematical notation; heuristic programming; significant techniques such as expert systems. Prerequisite: CS 3460.

4550. Theoretical Computer Science/(3).S. Even numbered years.

A rigorous treatment of some theoretical aspects of computer science including formal definition of the notion of an algorithm, abstract machines, and formal grammars. Prerequisite: CS 2490.

STATISTICS

Senior/Graduate Courses

4810. Non-Parametric Methods/(3).S.

A study of non-parametric methods in estimation and hypothesis testing. Emphasis will be on applications rather than theoretical development. Prerequisite: STT 3810 and consent of instructor or 4860.

4830. Linear Statistical Models/(4).F.On Demand.

A study of regression analysis, analysis of variance, analysis of covariance, and associated tests of hypothesis via least squares theory. Canned computer programs will be utilized and interpreted in applications of the above topics. Prerequisites: MAT 2240 and STT 3820.

4850. Probability and Mathematical Statistics I/(3).F;S;SS.

An introduction to axiomatic probability theory. Topics include a study of sample spaces, probability theory, random variables and their properties, and the fundamental limit theorems. Prerequisite: MAT 1120.

4860. Probability and Mathematical Statistics II/(3).S.

An introduction to the mathematical principles of statistical inference. Topics include a study of sampling theory, point and interval estimation, and hypothesis testing. Prerequisite: STT 4850 and MAT 2130.

Graduate Courses

5530-5549. Selected Topics/(1-3). On Demand.

5810. Advanced Experimental Design/(3).S.

Begins with review of general statistical inference including estimation, sampling distributions, and hypothesis testing. Proceeds to thorough study of single and multi-factor designs including nesting, repeated measures, analysis of covariance, and interaction effect. Prerequisite: SST 3810 and PSY 5000, or STT 3820, or permission of instructor.

5850. Mathematical Statistics/(3).S.

A study of mathematical statistics to include such topics as sampling distributions, consistency, best asymptotic normal estimators, sufficiency, maximum likelihood estimation, Bayes' estimators, confidence intervals, and tests of hypothesis. Prerequisite: STT 4850.

School of Music

Acting Dean: McCloud

Graduate Faculty: Erneston, Gora, Harbinson, Kindt, Logan, McCloud, Newton, Parker, Paul, Pedigo, Reynerson, Smith, White, E., White, J.

The School of Music offers a Master of Music degree for those students who desire a course of study in music teaching leading to a North Carolina G certificate. Courses of study are available leading to Master of Music degrees in Community/Junior College music and in performance or performance/pedagogy.

Master of Music

(Concentration in General Music Education)

Prerequisites: An undergraduate major in music; a North Carolina A Certificate or its equivalent; proficiency in music theory, music history and literature, music performance, and music education.

Hours: A total of 30 semester hours including thesis, or 36 semester hours without thesis.

Required Courses: 3 s.h. Bibliography and Research; 3 s.h. Philosophy of Music; 2 s.h. Organization and Supervision of School Music; 3-6 s.h. Music Theory; 3-6 s.h. Music History and Literature; 2 s.h. Psychology; 2 s.h. Curriculum Planning; 3 s.h. Social and Philosophical Foundations of Education; 2 s.h. Measurement and Assessment; 3-7 s.h. Music Electives.

Language: None required

Thesis: Optional

Comprehensive written and oral examinations will be given.

Concentration in Community, Junior and Technical College Teaching

Prerequisites: An undergraduate major in music; proficiency in music theory, music history and literature, music performance, and music education.

Hours: A total of 30 semester hours including thesis, or 36 semester hours without thesis.

Required courses: 3 s.h. Bibliography and Research; 3 s.h. Philosophy of Music; 3-6 s.h. Music Theory; 6-9 s.h. Music History and Literature; 3 s.h. The Community, Junior and Technical College; 8-12 s.h. approved electives.

Language: None required

Thesis: Optional

Comprehensive written and oral examinations will be given.

Master of Music

(Concentrations in Performance and Pedagogy)

Prerequisites: An undergraduate major in music and successful audition before the appropriate applied music faculty.

Hours: A total of 30 semester hours including a recital in lieu of thesis in the performance concentration or a creative thesis option in the pedagogy concentration.

Required courses: 3 s.h. Bibliography and Research; 3 s.h. Philosophy of Music; 6-8 s.h. Applied Music; 3 s.h. Applied Area Literature; 2 s.h. Performance Ensemble; 3 s.h. Analytical Technique; 3 s.h. History and Literature; 2-4 s.h. Recital or Creative Thesis Option; 3 s.h. Applied Area Pedagogy(Pedagogy only); Electives 0-3 s.h.

Language: No requirements for instrumental majors, but vocalists must meet proficiency requirements.

Thesis: Recital required for Performance major. Creative thesis option required for Pedagogy major.

Comprehensive written and oral examinations will be given.

Music Specialization for Professional Educators

Two graduate programs leading to the Educational Specialist's Degree, Curriculum and Instruction and Higher Education, provide for an academic concentration in music. Specific requirements in these programs are worked out jointly by the Department of Music and the appropriate department in the College of Education.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4510. Honors Project in Music/(2-3).F;S.

Appropriate research for the senior honors students in music.

4610. Marching Band Techniques/(2).S.

A study of the fundamentals of marching, precision drill, formations and maneuvering; the planning of football shows and parades. Lecture two hours.

4611. American Music/(2).SS.On Demand.

The development of American music from the Puritan psalm singers to contemporary jazz with particular attention given to those musical concepts and practices which are distinctly American. Lecture two hours.

4615. Concert Band Literature/(2).SS.On Demand.

A study of the development of the wind band and its literature. Significant original compositions and transcriptions with emphasis on Twentieth Century works. Lecture two hours.

4618. Symphonic Literature/(2).SS.On Demand.

A comprehensive study of the development of the symphony from the Mannheim School to the present through an analysis of selected works. Lecture two hours.

4630. Problems in Elementary School Music/(2).S;SS. On Demand.

Music teaching in the primary and grammar grades; research and demonstrations of methods of teaching elementary school children. Lecture two hours.

4900. Internship of Music Merchandising/Technology/(8 or 12).F;S.

The internship will be performed off campus in the employ of a cooperating music sales, manufacturing, or repair firm. Interns will receive compensation and will be responsible for certain duties in return. Cooperating firms will work closely with Appalachian faculty in training and evaluating the intern. Graded on S/U basis.

Graduate Courses

5000. Bibliography and Research/(3).F;SS.

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first semester of all beginning graduate music students. Lecture three hours.

5001. Analytical Techniques/(3).F;SS.

The development of techniques for analysis of music from the Baroque to Mozart through counterpoint, melodic structure, harmony and form. Lecture three hours.

5002. The Theory of Tonal Music/(3).F.

An examination of the theoretical concepts and principles that pertain to the structure of tonal music. The significance of written, aural and analytical skills development within the music curriculum will be addressed.

5006. Philosophy of Music/(3).F;SS.

An investigation of the major philosophies of music in both historical and contemporary perspective. Particular emphasis is placed on aesthetic theory. The relationship between aesthetics of music educational methodology will be examined. Lecture three hours.

5014. Medieval and Renaissance Music/(3).F;SS.

A study of the development of polyphony from its monophonic origins with emphasis on the religious, political, economic and social forces which helped to shape the forms and practices of the Baroque. Three hours lecture.

5015. Music of the Baroque/(3).S;SS.

Originating from a study of Renaissance, reformation and other influences which led to the rise of accompanied monody, separate instrumental practices and new secular and sacred forms, this course explores the experimental attitudes and techniques of the Baroque period. Three hours lecture.

5016. Classic and Romantic Music/(3).F;SS.

A study of the codification of the Baroque-derived concepts of tonality and form and the expansion of these concepts in accordance with the underlying philosophies of Classic and Romantic composers. Alternate years. Three hours lecture.

5017. Twentieth Century Music/(3).S;SS.

Includes a study of the dissolution of tonality and the utilization of new technical opportunities (especially electronic) along with the new spirit of experimentation which characterizes much 20th Century music. Alternate years. Three hours lecture.

5018. Applied Area Literature/(3).On Demand.

A comprehensive, historical survey of music for the major instrument, with a detailed study of at least one selected solo work representative of the style of each music period. Attention will also be directed to representative ensemble literature and the compilation of a discography and bibliography.

5019. Selected Ensemble Literature/(3).On Demand.

A comprehensive, historical survey of significant literature for a specific idiom, with a detailed study of the styles and compositional techniques evidenced in major works representative of various music periods. A bibliography and discography will be compiled.

5022. Applied Area Pedagogy/(3). On Demand.

Pedagogical techniques related to the fundamental principles in the major performance area. Emphasis will be placed on historical development, an examination and evaluation of basic concepts, a consideration of style and technique, and research into the various pedagogical approaches to functional efficiency.

5025. Arranging Techniques/(3).On Demand.

An examination and application of arranging techniques within the student's area of interest (i.e., choral or instrumental).

5030. Advanced Conducting/(2).On Demand.

Emphasis upon the critical examination of both choral and instrumental scores, with development of conducting skills necessary in securing the desired effects. Lecture two hours.

5032. Organization and Supervision of School Music/(2).S.SS.

The responsibilities of the music supervisor in relation to the classroom teacher, the music teacher and the school administration. (Same as SE 5032.) Lecture two hours.

5100. Performance Ensemble/(1).F;S.

Students will assume leadership roles as set forth by the ensemble director, including activities such as directing sectional rehearsals, preparing program notes and assisting with individual instruction.

5500. Independent Study in Music/(1-4).F;S;SS.**5530-5549. Selected Topics/(1-3).On Demand.**

Variable content which may be repeated for credit. Topics will include special areas of music theory, music literature and music education.

5998. Master of Music in Performance Recital/(2).F;S;SS.

Graded on S/U basis.

5999. Thesis/(2-4).F;S;SS.

Graded on S/U basis.

Department of Philosophy and Religion

Chairperson: Hauser

Graduate Faculty: Carroll, Davis, Hauser, Hutchins, Ostwalt, Park, Ruble, Stines, van der Bogert, Webb.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).On Demand.

Independent Study and research. Honors thesis directed by a member of the Department of Philosophy and Religion and a member of an affiliated department appropriate to the topic selected by the student. Prerequisite: completion of 6 hours of Honors work below the 4000 level.

4549. Seminar/(3).F;S.

An intensive study of special problems, topics, or issues related to the study of philosophy and/or religion. The subject matter of this course will vary and barring duplication of subject matter a student may repeat the course for credit. Prerequisite: one course in philosophy and/or religion or consent of instructor.

4900. Internship/(3-6).On Demand.

Graded on an S/U basis.

Graduate Courses

5400. Religion in Appalachia/(3).S.

An examination of the origins, history, contemporary practices, and beliefs of the people of the Southern Appalachia region. Attention will be given to religion within the formal structure of the church, within the social structures of mountain life and as a component of individual identity.

5500. Independent Study/(1-3).F;S;SS.

5530-5549. Selected Topics in Philosophy and/or Religion/(1-3).On Demand.

Department of Physics and Astronomy

Chairperson: Mamola

Graduate Faculty: Byrd, Caton, Clements, Connolly, Kashkooli, Lindsay, Mamola, Nicklin, Pollock, Rokoske

The Department of Physics and Astronomy offers a Master of Science degree in Applied Physics. The Program is designed to prepare individuals for technical careers in industrial, governmental and independent laboratories as well as for teaching positions at community, junior and technical colleges. It may also serve as an intermediate step for those who later elect to pursue more advanced study in applied physics.

Graduate students will choose a concentration area of either Electronics or Astronomical Instrumentation and Observations. Twenty-four semester hours of course work plus a six semester hour thesis are required.

Master of Science in Applied Physics

Prerequisite: undergraduate major in physics, astronomy or a related area.

Hours: 30 semester hours

Required Courses: PHY 5002, 5430, 5440, 5510, 5550 and 5999

Language: No foreign language required

Thesis: Required

Comprehensive: A written comprehensive examination and an oral defense of the thesis are required.

Minor in Physics and Astronomy

A graduate (MA) minor in physics and astronomy consists of 8-12 semester hours selected from physics offerings numbered 4500 and above.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4510. Senior Honors Research and Thesis/(3).On Demand.

Independent in-depth research and preparation of a thesis on a significant topic in physics, directed by a member of the physics faculty. A thesis is presented orally and in writing to the department. Course grade assigned by the departmental honors committee. Required for graduation with honors in physics. A student who completes this course with a grade of B and who graduated with a GPA of 3.5 in physics courses will be graduated with "Honors" in physics; with a grade of A and a GPA of 3.7 in physics a student will be graduated with "Highest Honors" in physics. Prerequisites: GPA of at least 3.5 overall and 3.5 in physics courses. Approval of proposed research topic and methods by departmental honors committee, and assignment of research thesis advisor during the semester prior to enrollment in this course. Corequisite: PHY 4640. Open only to majors in physics during their final undergraduate semester.

4620. Optics and Optoelectronics/(3).F.

A study of classical and modern optical phenomena including geometrical, Fresnel and Fourier optics, lasers, fiber optics and optoelectronic devices. Lecture two hours, laboratory three hours. Prerequisites: MAT 3130; PHY 3020.

4630. *Electronics/(3).S.

A study of analog electronics. Topics include: operational amplifiers, wave-shaping circuits, transducers, optoelectric isolators and preamplifiers and power amplifiers necessary to interface input and output transducers to digital equipment. Lecture two hours, laboratory three hours. Prerequisite: PHY 2630.

*Offered in odd numbered years.

4635. Advanced Microprocessor Interfacing and Robotics/(4).S.

A study of digital and analog circuits necessary to interface transducers and robotic manipulative devices to microprocessors. Lecture three hours, laboratory three hours. prerequisites: PHY 2630 and 3700.

4640. Advanced Modern Physics/(3).S.

A study of quantum mechanics and its applications to statistical, solid state and nuclear physics. The major experimental and theoretical results that led to the development of the quantum theory are discussed in detail. Corequisites: PHY 3010-3020, 3210, or 3220, and MAT 3130.

4820. Medical Physics/(3).F.

A study of the various applications of the principles of physics to functions of the human body. Topics include: mechanics of the skeleton, fluid mechanics and the cardiovascular system, electrical signals in the body and cardiology, light and vision, sound and hearing, radiation in diagnosis and therapy. Prerequisite: PHY 1104 or 1151. Lecture three hours.

4880. Special Topics in Physics/(3).On Demand.

A course devoted to a single topic. Current examples are advanced microprocessors and vector analysis. For example, Advanced Microprocessors/ (3), a study of microprocessor hardware and software with emphasis on applications to technical problems of current interest. Prerequisite: Consent of instructor.

4900. Internship/(3-12).F;S;SS.

Supervised work in applied physics in an industrial or other laboratory setting. Students must obtain approval of the departmental internship coordinator prior to enrolling. Graded on S/U basis only.

Graduate Courses

5002. Applied Physics Literature/(1).F.

An introduction to technical and research journals in the areas of physics, electronics and astronomy. Methods and references for use in literature searches, including computer methods, and the preparation of technical papers will be examined. To be taken fall term of first year.

5430. Digital Systems/(4).F.

A study of digital electronics theory, circuits and devices of importance to understanding digital systems. Included are algorithmic state machines, MSI & LSI circuits, machine cycles & signals, asynchronous logic, peripheral smart support IC's, PLA, PAL, microcontrollers and elements of CAD. Lecture three hours, laboratory three hours. Prerequisite: PHY 4635 or equivalent.

5440. Modern Instrumentation Design/(4).S.

A study of the role of microprocessors and micro-controllers in modern instrumentation. Students will utilize a hardware/software real time development system in the design and construction of basic instrument systems. Lecture three hours, laboratory three hours. Prerequisite: PHY 5430.

5500. Independent Study/(1-4).F;S;SS.

5510. Physics of Transducers/(4).S.

A study of various transducers commonly employed in instrumentation. Topics include piezo- electronic, photoelectric, thermoelectric and electro-optical transducers. Use of transducers for the measurement of pressure, temperature, light intensity, electrical conductivity, radiation level, and acceleration are discussed. Lecture three hours, laboratory three hours. Prerequisites: PHY 4640, 5430, or equivalent.

5520. Data Transmission and Signal Processing/(3).F.

A study of local area networks, broad band and base band transmission, optical fiber transmission, analog signal analysis and filtering, and discrete signal processing. Lecture two hours, laboratory three hours. Prerequisites: PHY 4620, 5440 or equivalent.

5530-5549. Selected Topics in Physics/(1-3). On Demand.

An intensive study of a single topic in physics.

5550. Directed Research in Applied Physics/(3). F;S;SS.

An original research project will be chosen, formulated and executed by the student under the guidance of a faculty member. Upon completion of the project, a final report will be written in the style and format of a research article.

5999. Thesis/(4-6).F;S;SS.

Graded on S/U basis.

Department of Political Science/ Criminal Justice

Chairperson: Thompson

Graduate Faculty: Allen, Barghothi, Donahue, Fields, German, Grady, Moore, Moy, O'Block, Sutton, Thompson, Williamson

The Political Science/Criminal Justice Department prepares students for professional and academic careers. The department offers graduate programs leading to three advanced degrees: 1) the Master of Arts in Political Science; 2) the Master of Arts in Political Science for Community, Junior and Technical College Teaching; and 3) the Master of Public Administration.

Admission to one of these programs is contingent upon the completion of an appropriate undergraduate degree, the filing of an application with the graduate school, and the submission of acceptable scores on the Graduate Record Examination. After the completion of one semester of successful graduate course work, students may be considered for admission to candidacy; during the final semester of course work, candidates must pass a written comprehensive examination.

Graduate programs in Political Science/Criminal Justice are supervised by the departmental chairperson, the M.A. advisor, the MPA director, and the graduate committee. Requirements for the three graduate degree programs are:

1. **Master of Arts in Political Science** is designed to prepare persons for careers in a variety of public and private settings, and to prepare students for further graduate work at the doctoral level.

Prerequisite: Undergraduate degree with a major or minor in Political Science or permission of the department.

Requirements: 36 semester hours without thesis; 30 semester hours with thesis; including PS 5000 Research Methods.

Proficiency: Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.

Thesis: Students may choose a thesis or non-thesis program.

Comprehensive Examination: A written comprehensive examination is required of all students.

2. **Master of Arts in Political Science for Community, Junior, and Technical College Teaching** is designed to prepare persons to teach political and social science at the community, junior or technical college level.

Prerequisite: Undergraduate degree with a major or minor in Political Science or permission of the department.

Requirements: 36 semester hours without thesis; 30 semester hours with thesis.

Required Courses:

Academic major including PS 5000 Research Methods:

With Thesis (PS 5999)		12 s.h.	
Without Thesis		18 s.h.	
LHE	5420	The Community/Junior College and the Technical Institute.....	3 s.h.
LHE	5440	Instruction in Post-Secondary Institutions	
		or	
	6900	Internship Experiences.....	3 s.h.
LHE	5630	The Adult Learner.....	3 s.h.
		Electives.....	9.s.h.

3. **Master of Public Administration** degree is a 39 semester hour program with three areas of study, each designed to prepare individuals for careers in public service.

A. **Public Management** is designed to allow individuals to develop a program to suit specific needs in such areas as budget analyst, personnel administration, etc., or to prepare students with a generalist background in public administration.

Prerequisite: An appropriate undergraduate degree. Students with insufficient undergraduate preparation will be required to take appropriate undergraduate course work before enrolling in the MPA program.

Requirements: 18 semester hours of core courses

PS	5000	Research Methods
PS	5060	Seminar in Public Administration
PS	5180	Public Policy Analysis and Program Evaluation
PS	5260	Organization Theory and Behavior
PS	5360	Public Personnel Administration
PS	5460	Budgeting and Fiscal Administration

15 semester hours of electives selected in consultation with the MPA director.

Six semester hours internship for pre-service students (or 3 semester hours of supervised field research for in-service students with an additional 3 semester hours of course work.)

Proficiency: Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.

Comprehensive Examination: A comprehensive examination is required of all students.

- B. *Town, City and County Management* is designed to prepare persons for managerial roles in small and medium sized towns, cities and county governments or in organizations related to towns and counties.

Prerequisite: An appropriate undergraduate degree. Students with insufficient undergraduate preparation will be required to take appropriate undergraduate course work before enrolling in the MPA program.

Requirements: 18 semester hours of core courses

PS	5000	Research Methods
PS	5060	Seminar in Public Administration
PS	5180	Public Policy Analysis and Program Evaluation
PS	5260	Organization Theory and Behavior
PS	5360	Public Personnel Administration
PS	5460	Budgeting and Fiscal Administration

Nine semester hours of concentration selected from the following:

PLN	4700	Project Management
GHY	5400	Planning Process
PS	4560	Local Government Administration
PS	4665	Public Management
PS	5330	Problems in State and Local Government

Six semester hours internship for pre-service students (or 3 semester hours of supervised field research for in-service students with an additional 3 semester hours of course work.)

Six semester hours of electives selected in consultation with the MPA director.

Proficiency: Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.

Comprehensive Examination: A comprehensive examination is required of all students.

- C. *Administration of Justice* is designed to prepare persons for administrative/management positions in a variety of law enforcement, court, and correctional agencies at the local, state, and federal levels.

Prerequisite: An appropriate undergraduate degree. Students with insufficient undergraduate preparation will be required to take appropriate undergraduate course work before enrolling in the MPA program.

Requirements: 18 semester hours of core courses

- PS 5000 Research Methods
- PS 5060 Seminar in Public Administration
- PS 5180 Public Policy Analysis and Program Evaluation
- PS 5260 Organization Theory and Behavior
- PS 5360 Public Personnel Administration
- PS 5460 Budgeting and Fiscal Administration

Nine semester hours of concentration selected from the following:

- PLN 4700 Project Management
- GHY 5400 Planning Process
- CJ 4670 Crime Analysis and Criminal Justice Planning
- CJ 5060 Administration of Justice
- CJ 5150 The American Justice System
- PS 5050 Seminar in Public Law and Judicial Behavior

Six semester hours internship for pre-service students (or 3 semester hours of supervised field research for in-service students with an additional 3 semester hours of course work.)

Six semester hours of electives selected in consultation with the MPA director.

Proficiency: Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.

Comprehensive Examination: A comprehensive examination is required of all students.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4540. Studies in Regional Political Patterns/(1-3). On Demand.

An examination of selected regions of the world which have common historical and cultural patterns influencing their political styles and capabilities. Topics may vary from semester to semester.

4550. Law and Society/(3).S.

An examination of the relationship between the values and culture of a society and the laws which it adopts; how law interacts with and responds to change in social values as seen by the courts through selected cases.

4560. Local Government Administration/(3).F;S.

Administrative process, management, personnel, budget and finance, and intergovernmental relations in local government. Prerequisite: Approval by Instructor.

4665. Public Management/(3).F;S.

A study of the organization and operation of government agencies and their role in policy making and implementation and an examination of the various concepts and theories pertaining to administrative behavior and to the performance of the basic tasks of management.

4720. International Organization and Law/(3).S.

An examination of the goals and structures of multinational organizations created to solve problems between nations, and the ways in which disputes between nations are settled.

4900. Internship in Public Affairs/(3-12).F;S;SS.

Field work in government, community, professional offices and agencies and involvement in problem solving in these offices and agencies. Graded on S/U basis.

Graduate Courses

5000. Research Methods/(3).F;SS.

The goal of this course is the development of the analytical abilities of the student. The foundations of inquiry, the various approaches to the study of social phenomena, and several analytical techniques are presented, discussed, and practiced.

5030. Seminar in American Government and Politics/(3).F;SS.

Special investigation of selected topics in American government and politics. The topics may vary from year to year.

5050. Seminar in Public Law and Judicial Behavior/(3).S.

An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy, to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision making.

5060. Seminar in Public Administration/(3).F.

History and development of the field of public administration with focus on the role of the administrator in the political process. Analysis of public agencies in a political context. Consideration of con-

temporary issues related to the field such as administrative ethics, decision making, and strategic planning.

5120. Readings and Research in International Relations/(3).F.

The problems and policies of developing nations, the issues of colonialism, imperialism, nationalism, and an examination of current methodological trends in the exploration of these problem areas.

5130. Appalachian Political Perspectives/(3).F.

An examination of the political process in the Appalachian region. The fundamental political problems, the interrelationships of Appalachia and its people with the larger American political system, political culture, and economy. Offered alternate odd years.

5160. Topics in Public Administration/(3).S;SS.

An examination of selected problems in public administration with emphasis on analytical case studies.

5180. Public Policy Analysis and Program Evaluation/(3).S.

An examination of the major forces that influence the formation, implementation and administration of public policy and methodological approaches to assess the impact of public policies. Prerequisite PS 5000.

5240. Seminars in Comparative Government and Politics/(3).S.

An examination of selected topics in comparative political analysis. The topics may vary from year to year.

5260. Organization Theory and Behavior/(3).S.

An examination of the basic theoretical approaches and issues in organizations and organizational behavior and the dynamics of human interactions within public bureaucracies.

5330. Problems in State and Local Government/(3).S.

Research on selected topics in American state and local government. The topics may vary from year to year.

5360. Public Personnel Administration/(3).S;SS.

Overview of public personnel practices with a focus on methods of employee recruitment selection, evaluation, and related aspects. Analysis of issue areas such as fair employment practices, affirmative action, and comparable worth.

5460. Budgeting and Fiscal Administration/(3).F;SS.

The politics of budgeting, budgetary process, and fiscal administration in public agencies.

5500. Independent Study/(1-3).F;S;SS.

5530-5549. Selected Topics/(1-3). On Demand.

5900. Internship in Public Affairs/(3-9).F;S;SS.

Field work in government, community, professional offices and agencies and involvement in problem solving in these offices and agencies. Graded on S/U basis only.

5999. Thesis/(2-4).F;S;SS.

CRIMINAL JUSTICE

Senior/Graduate Courses

4550. Law and Society/(3).S.

An examination of the relationship between the values and culture of a society and the laws which it adopts and how law interacts with and responds to change in social values as seen by the courts through selected cases.

4580. Private Security/(3).F.(Alternate years).

An examination of unique security problems in establishments, industrial establishments, universities and colleges; a review of private security regulatory boards, licensing, registration of private security businesses and personnel.

4670. Crime Analysis and Criminal Justice Planning/(3).S.

An examination of crime analysis-functions, methodologies, capabilities, and limitations; an examination of the function of planning in the criminal justice system on the national, state and regional levels and within local agencies. Offered alternate years.

4700. Applied Behavior Management/(3).F;S.

The application of operant contingency management principles to personal, interpersonal, and learning problems. (Same as PSY 4700).

4800. Decision Making in Criminal Justice/(3).F.(Alternate years)

A discussion and evaluation of the policies and practices of the criminal justice system, with focus upon how decisions are made by victims of crime, police, prosecutors, judges, corrections administrators, probation and paroling authorities; interaction of theory, research and practice into preparation of a senior research paper.

4900. Internship in Criminal Justice/(3-12).F;S;SS.

Field work in a criminal justice agency, office or institution and involvement in problem solving in these agencies and offices. Graded on S/U basis.

Graduate Courses

5060. Administration of Justice/(3).S.

An examination of selected issues and problems in the administration of justice system.

5150. The American Justice System/(3).F.

This course will focus on the history, background, and the various components of the criminal justice system as seen through an examination of contemporary research.

5500. Independent Study/(1-3).F;S;SS.

5530-5549. Selected Topics/(1-3). On Demand.

Department of Psychology

Graduate Faculty: Bacharach, Beck, Brigner, Clark, Crouch, Deni, Diorio, Dowell, Duke, Dunst, Fox, Hageseth, Hatch, Johnson, Knight, Levin, Long, McCuller, S. Moss, W. Moss, Pierce, Powell, Reid, Schneider, Skibbe, Terrant, Trnavsky, Walls, Wesley, Wilson

The Department of Psychology is the sole agency in the University with responsibility for developing and maintaining graduate curricula in psychology. The department is committed to serving through graduate education, and consistent with this objective, it offers courses of study leading to the Master of Arts degree in Clinical Psychology, General-Theoretical Psychology, Industrial-Organizational Psychology, and Vocational Rehabilitation Counseling with concentrations in General Rehabilitation and Health Psychology. The department also offers a degree in School Psychology, a two-year course of study leading to the Master of Arts degree and a Certificate of Advanced Study.

Admission requirements for all degree options are satisfactory grades in all undergraduate work and at least a 3.00 average in undergraduate psychology courses, satisfactory scores on the Graduate Records Examination, and three letters of recommendation. With the exception of the School Psychology program, the GRE Advanced Test in psychology is also required.

The Master of Arts in Clinical Psychology consists of 48 semester hours as follows:

PSY	5050.	Applied Quantitative Methods in Psychology.....	3
PSY	5100.	Research Problems in Psychology.....	3
PSY	5552.	Advanced Abnormal Psychology.....	3
PSY	5650.	Concepts and Systems in Psychology.....	3
PSY	5700.	Cognitive Assessment.....	3
PSY	5701.	Personality Assessment.....	3
PSY	5710.	Behavior Therapy.....	3
PSY	5711.	Theories and Techniques of Psychotherapy.....	3
PSY	5901.	Clinical Practicum I.....	3
PSY	5902.	Clinical Practicum II.....	3
PSY	5903.	Clinical Practicum III.....	3
PSY	6900.	Clinical Internship.....	6
PSY	5999.	Master of Arts Thesis.....	4
		Approved Concentration.....	6

In Psychology, the Graduate School proficiency requirement will be met by completion of PSY 5050. Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

The Master of Arts in General-Theoretical Psychology consists of 30 semester hours as follows:

PSY	5050.	Applied Quantitative Methods in Psychology.....	3
PSY	5100.	Research Problems in Psychology.....	3
PSY	5550.	Theories of Personality.....	3
PSY	5650.	Concepts and Systems in Psychology.....	3
PSY	5999.	Master of Arts Thesis.....	4
PSY	5810.	Advanced Experimental Design.....	3
		Approved Concentration.....	6
		Approved Electives in Psychology.....	5

In Psychology, the Graduate School proficiency requirement will be met by completion of PSY 5050. Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

The Master of Arts in Industrial-Organizational Psychology consists of forty-six semester hours in the program and completion of the following prerequisites:

General Psychology.....	3
Principles of Management.....	3
Principles of Economics (Macro).....	3
Accounting.....	3

I. Required Courses**A. Psychology**

PSY	5050.	Applied Quantitative Methods in Psychology.....	3
PSY	5100.	Research Problems in Psychology.....	3
PSY	5060.	Methods of Industrial-Organizational Psychology.....	3
PSY	5650.	Concepts and Systems in Psychology.....	3
PSY	5660.	Personnel Selection and Placement.....	3
PSY	5671.	Human Resources Development.....	3
PSY	5661.	Attitudes Measurements and Survey Techniques.....	3
PSY	5999.	Thesis.....	4
		OR	
PSY	5500.	Independent Study Project.....	4
		OR	
PSY	6900.	Internship.....	4-6
			25

B. Business

MGT	4630.	Labor Relations.....	3
MGT	5010.	Managing Human Resources I.....	3
MGT	5020.	Managing Human Resources II.....	3
			9

II. Electives.....15

MGT 5160, Applied Personnel Administration is a recommended elective. Not more than 6 hours can be earned in the College of Business.

In Psychology, the Graduate School proficiency requirement will be met by completion of PSY 5050. Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

The Master of Arts in Vocational Rehabilitation Counseling consists of the following:**A. Required Core Courses**

PSY	5050.	Applied Quantitative Methods in Psychology.....	3
PSY	5100.	Research Problems in Psychology.....	3
PSY	5650.	Concepts and Systems in Psychology.....	3
PSY	5592.	Medical and Psychosocial Disability.....	3
PSY	5901.	Rehabilitation Counseling Practicum I.....	3
PSY	6900.	Internship.....	6
PSY	5500.	Independent Study: Individual Investigation.....	3
			24
		Concentration and Electives.....	21-24
		Total hours.....	45-48

B. Additional Requirements for Concentrations**1. General Rehabilitation**

PSY	5591.	Principles and Practices of Rehabilitation Counseling.....	3
PSY	4653.	Medical Aspects of Disability.....	3
PSY	4660.	Psychological Tests and Measurements.....	3
HPC	5711.	Theories and Techniques of Psychotherapy.....	3
HPC	5595.	Occupational Information and Placement.....	3
PSY	5902.	Practicum II.....	3
		Electives.....	3-6

2. Health Psychology.....21-24

PSY	5593.	Biofeedback.....	3
PSY	5711.	Theories and Techniques of Psychotherapy.....	3
HPC	4570.	The Addictive Process OR	
SOC	4570.	The Addictive Process.....	3
HPC	5570.	Counseling the Addicted Person.....	3
HEC		An approved nutrition course.....	3

*HED	An approved health course.....	3
	Electives	6
		<u>21-24</u>

*HED Anatomy and Physiology will be a prerequisite.

In Psychology, the Graduate School proficiency requirement will be met by completion of PSY 5050. Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

The Master of Arts in School Psychology consists of 67 hours including a thesis option. Upon completion of the requirements the student will also be awarded a Certificate of Advanced Study and will be eligible for certification as a Level II School Psychologist in North Carolina.

Guideline I. Psychology of Learning Difficulties

LRE	4710	Informal Classroom Diagnosis and Corrective Reading Communication	3
		OR	
LRE	4720	Diagnostic and Remedial Reading	3
HPC	6620	Parent Consultation Education	3
PSY	5555	Diagnostic and Remedial Reading	3

Guideline II. Techniques of Measurement and Evaluation

PSY	5590	Evaluation of Exceptional Children	3
PSY	5700	Cognitive Assessment	3
PSY	5701	Personality Assessment	3

Guideline III. Personality Development and Dynamics of Human Development

HPC	5220	Counseling Theory and Techniques	3
PSY	4700	Applied Behavior Management	3
		OR	
PSY	5710	Behavior Therapy	3
PSY	5550	Theories of Personality	3
		OR	
PSY	5552	Advanced Abnormal Psychology	3
PSY	5560	Child Psychology	3
PSY	5650	Concepts and Systems in Psychology	3

Guideline IV. Research Statistics

PSY	5050	Applied Quantitative Methods in Psychology	3
PSY	5100	Research Problems in Psychology	3
PSY	5010	Research Seminar/Applied Computer Skills for Psychologists	1

Guideline V. Professional Development, Curriculum, and Supervised Experiences

FDN	5840	Social and Philosophical Foundations of Education	3
PSY	5810	Functions of the School Psychologist	3
PSY	5901	Practicum I	3
PSY	5902	Practicum II	3
PSY	6900	Internship	6
		Electives OR	9
		Thesis plus 3 hrs of electives	6

Total 67

In Psychology, the Graduate School proficiency will be met by completion of PSY 5050. Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

A Graduate Minor in psychology consists of 9-12 semester hours of psychology, including PSY 4655, Advanced General Psychology, with the remaining courses to be planned in consultation with an adviser in the Psychology Department. Assessment and practicum courses (PSY 5700, 5701, and 5900) may not be included in the minor.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

4662. Psychology of Aging/(3).F.

Focus on the psychological changes associated with the process of aging. Particular attention will be devoted to cognitive and personality factors- stressing the elements of consistency and change in each. An attempt will be made to separate myth and reality as each area of functioning is discussed. Graduate students will be expected to become involved in an area of research at some level.

4640. Seminar in Critical Issues in Psychology/(3).F.

Contemporary research issues in psychology. Opportunities to consider a particular aspect of research in depth. Topics vary from year to year depending upon the interests of students. Prerequisite: A major or minor in psychology and permission of instructor.

4650. Physiological Psychology/(3).F.

An examination of the physiological correlates of behavior. Emphasis is placed on sensations, emotions, memory, and the basic drives. Prerequisite: HED 3000.

4651. Perception/(3).S.

A survey of classical and contemporary theories of perception. Visual and auditory system are emphasized.

4652. Comparative Psychology/(3).S.

Behavioral similarities between man, primates, and lower animals are reviewed. Topics include imprinting, territoriality, dominance, prewired learning propensities, aggression, and mating patterns, among others. Speculation about the origins of man and human behaviors are discussed.

4653. Medical Aspects of Disability/(3).F.

Medical Aspects of major physical disabilities with implications for rehabilitation. Opportunities will be provided for first-hand observation and experience in an institutional setting. Prerequisite: PSY 4650.

4655. Advanced General Psychology/(3).S.

A critical study of some of the major experimental and research findings and methods in contemporary psychology. Prerequisite: 15 hours of Psychology or permission of the chairperson of the Psychology Department.

4658. History and Systems of Psychology/(3).F;S;SS.

An analysis of physiological and philosophical antecedents for modern psychology, and the systems which emerge from these. The course provides perspective and closure relevant to the development of behaviorism, neobehaviorism, psychoanalysis, and gestalt psychology.

4660. Psychological Tests and Measurements/(3).S.

A critical survey of measuring devices in clinical, counseling, and educational practice emphasizing theory, development and standardization. Laboratory practice in methods of appraisal to include their administration, scoring and interpretation. Prerequisite: STT 3810.

4670. Industrial Psychology/(3).S.

A survey of potential and actual applications of psychological principles and methods to the problems of business, industrial and other organizations. Emphasis on personnel functions, the nature and etiology of behavioral deviations.

4671. Organizational Psychology/(3).F.

A survey of potential and actual applications of psychological principles and methods to the problems of business, industrial and other organizations. Emphasis on organizational communication, the dynamics of work groups and individual motivation.

4700. Applied Behavior Management/(3).F;S.

The application of operant contingency management principles to personal, interpersonal, and learning problems. (Same as CJ 4700)

4900. Internship: Field Work in Applied Psychology/(3-12).F;S.

Supervised placement in a setting which provides appropriate opportunity for observing and practicing psychological skills. Among the settings in which such skills could be practiced are mental health centers, hospitals, rehabilitation centers, and departments in which personnel services are coordinated. Students must seek approval of their advisor in the psychology department before enrolling. Graded on S/U basis only. Prerequisite: Psychology major; approval of major advisor.

*Graduate Courses***5010. Research Seminar/(1).F;S.**

The seminar on selected topics in research is designed to handle the various problems encountered by students in their research. Students will present research proposals and discuss current research in various areas of psychology.

5011. Teaching of Psychology/(1).On Demand.

A course required of all Graduate Teaching Assistants responsible for teaching one or more sections of PSY 1200. Students will be introduced to alternative teaching approaches, guided in constructing tests, and provided information about teaching resources. Students' success in teaching will be evaluated. Graded on an S/U basis.

5050. Applied Quantitative Methods in Psychology/(3).F.

This course covers the basic research/quantitative methods used in Psychology. The theoretical and practical issues related to tests and measurement are emphasized. Students learn how to plan, structure, conduct and interpret statistical analysis using SPSS and BMDP. Prerequisite: An undergraduate course in statistics.

5060. Methods of Industrial-Organizational Psychology/(3).F.

A study of several selected methods and issues in the field of industrial-organizational psychology such as systematic job analysis techniques, criterion development and validation, job design, as well as the legal, ethical, and social context of practice in the field. Emphasis on practical applications within a variety of types of organizations.

5100. Research Problems in Psychology/(3).S.

An advanced treatment of principles and procedures for conducting psychological research, including problem formulation, sampling, research design, and data analysis. Students will propose and conduct original research projects which will be supplemented by material on selected methodological and substantive issues. Prerequisite: PSY 5050.

5500. Independent Study/(1-4).F;S;SS.

5530-5549. Selected Topics/(1-3).On Demand.

Altered states of consciousness, clinical hypnosis, death and dying, classroom management, rational emotive approach to marriage and family therapy, psychophysiology, rehabilitation adjustment services, and research in and the use of tests such as the MMPI, Binet and Wechsler have been offered.

5550. Theories of Personality/(3).F.

A study of contemporary and/or traditional theories of individual personality structure and development. Prerequisite: PSY 3400 or equivalent.

5552. Advanced Abnormal Psychology/(3).S.

A critical examination of major theories and data concerning the emotionally handicapped. Emphasis placed on recent findings and experimental research. Alternative ways of viewing "abnormal" behaviors may be presented. Prerequisites: PSY 3400, 3401, or 5550.

5555. Advanced Educational Psychology/(2-3).F;S;SS.

An exploration of how learning theory can be applied in the school environment by teachers, counselors, and administrators to enhance the learning experience.

5560. Child Psychology/(2-3).F;SS.

The development of behavior of the child. Emphasis will be placed upon growth and maturation of structure, the acquisition of habits and emotions, development of capacity, formation of interests, mental hygiene, and physiological facets of behavior which have particular implications for teachers, counselors, and librarians.

5565. Adolescent Psychology/(2-3).S;SS.

A study of students of high school age in the light of modern investigations of the physical, intellectual, and emotional changes as well as the relation of physical development to mental growth, adolescent interests, personality and social consciousness, and the adaptation of programs of study and amusement.

5590. Evaluation of Exceptional Children/(3).F;SS.

A study of special diagnostic procedures with children who have physical, intellectual and sensory impairments.

5591. Principles and Practices of Rehabilitation Counseling/(3).F.

Vocational planning and work preparation for the handicapped. Includes consideration of basic occupational skills, work, training, and sheltered workshop programs. (Same as HPC 5591).

5592. Medical and Psychosocial Aspects of Disability/(3).S;SS.

What constitutes severe disability; its effect on the individual, and multidisciplinary approaches to amelioration. Disabilities will include epilepsy, spinal cord and brain injuries, degenerative diseases, and their sequelae. Prerequisite: PSY 4653. (Same as HPC 5592).

5593. Biofeedback/(3).F.

This course will review the historical background of biofeedback, stressing biofeedback as an aid in stress management, treatment of psychosomatic disorders and in muscle relaxation, and the physiological basis of self regulation. Students will become familiar with the application of the EMC, ST trainer and other biofeedback instrumentation through demonstration and practice. Ethical issues are explored.

5595. Vocational Evaluation and Placement/(3).S.

A study of evaluative procedures aimed at assisting handicapped individuals in achieving a more satisfying and productive life. Exploration of occupational and educational opportunities and resources. Consideration is given to supportive services including education, workshops, job modification, and vocational placement.

5596. Vocational Evaluation/(3).On Demand.

This course provides an introduction to the process, purpose, philosophy and practice of vocational evaluation. Critical issues in the practice of vocational evaluation including qualifications, models of assessment, techniques of vocational evaluation as well as professional issues will be explored. Course structure includes didactic instruction, small group work, demonstrations, and hands-on practice with assessment tools.

5597. Work Adjustment Services/(3).On Demand.

This course provides an introduction to the process of work adjustment as related to the vocational rehabilitation process. The emphasis is on focusing adjustment services to the final goal of job placement of people with disabilities. Course content includes structured adjustment planning, the techniques of work adjustment and professional considerations. Course structure includes instruction, small group work, demonstrations, and hands-on practice.

5640. Seminar/(3).

Consideration of contemporary research issues in psychology. Opportunity for graduate students to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interest of students. Prerequisite: six graduate hours in psychology.

5650. Concepts and Systems in Psychology/(3).F.

A detailed review of the major experimental and research findings in psychology. The course provides a historical and theoretical perspective for the basic content areas in psychology. History and Systems is recommended as an appropriate background for this course.

5660. Personnel Selection and Placement/(3).F.

A study of techniques used in employee selection and placement. Emphasis is on the application of psychology in recruitment, biographical data, interviewing, work samples, assessment centers, rating scales, and testing.

5661. Attitude Measurement and Survey Techniques/(3).S.

An in-depth treatment of applied psychometric theory and techniques as applied to the measurement of attitudes. Also current theory of the attitude construct, sampling procedures, design and administration of survey instruments, analysis and utilization of survey data for feedback and organizational development, and a review of work-related attitude measures such as job satisfaction, organizational climate, job involvement, etc.

5671. Human Resources Development/(3).S.

A study of the roles, functions, and skills of human resource development professionals. Consideration

given to such topics as the philosophy and psychology of HRD, the design and implementation of training and development programs, and the major program areas and organizational settings for HRD.

5700. Cognitive Assessment/(3).F.

A practice based study of the development, standardization, and interpretation of variety of cognitive and developmental measures including the Wechsler Scales, Stanford-Binet and selected other individually administered psychometric instruments. Supervised practice in administration, scoring, and interpretation is provided.

5701. Personality Assessment/(3).S.

Theory, research findings and clinical applications of major projective techniques with emphasis on Rorschach and TAT. Techniques for assessment of family interactions, couples dynamics, and other interactional groups may also be included. New and developing techniques used for assessing individuals may be included at the professor's discretion. Prerequisite: PSY 5700 and 3401.

5710. Behavior Therapy/(3).F.

Theory and application of operant and respondent learning principles to the treatment of maladaptive behaviors in various settings. Self-management and the acquisition of new skills are also emphasized. A practicum experience is provided.

5711. Theories and Techniques of Psychotherapy/(3).S.

A critical evaluation of the current major approaches to psychotherapeutic behavior change including research findings applications. Prerequisite: PSY 5710.

5810. Functions of the School Psychologist/(3).F.

This course is designed to provide training in several areas relevant to the functioning of the school psychologist. This will be accomplished both didactically and experientially. Among the major topics to be covered are models of school psychology, legal issues, relevant research, performing a case study, and interviewing skills.

5901. Practicum I/(3)F.

Practicum experiences are available in the following areas.

Clinical

A group process oriented experience in which students focus on the development of such interpersonal skills as communication of self to others, feedback, self-disclosure; and constructive confrontation of others. Graded on S/U basis.

Rehabilitation

Application of counseling techniques to problems encountered by clients with various disabilities. Students cannot take both this and Clinical Practicum I for credit. Graded on S/U basis.

School

This course is limited to graduate students in school psychology. The student will be placed in a public school setting one full day a week under professional supervision (both on site and in the university classroom). A minimum of 135 supervised clock hours must be completed. Tasks accomplished are commensurate with level of training. Graded on S/U basis.

5902. Practicum II/(3).S.

Practicum experiences are available in the following areas.

Clinical

Students are introduced to clinical practice by working in a local mental health facility. Clinical experience appropriate for their level of training is provided. Supervision is provided by staff psychologists and other area professionals in settings such as The Counseling and Psychological Services Center, area mental health centers, hospitals, and Developmental Evaluation Clinics. Graded on S/U basis.

Rehabilitation

This practicum is designed to provide an overview of rehabilitation and health facilities and services for students who desire a broad exposure to activities characteristic of rehabilitation and/or health. Students who have not had Practicum I may enroll only with the instructor's approval. Graded on S/U basis.

School

This course is limited to advanced graduate students in school psychology. The student will be placed in a public school or equivalent setting based on background and needs. Students work under on-site and university-based supervision and must attain a minimum of 135 supervised clock hours. Tasks accomplished are commensurate with level of training.

5903. Clinical Practicum III/(3).S.

Progressive assumption of responsibility in implementing behavior change, psychological assessment, consultation skills and other professional responsibilities of the clinical psychologist. Supervision is provided by psychologists in the field setting. Graded on S/U basis.

5999. Thesis/(4).F;S;SS.

Graded on S/U basis only.

6100. Advanced Developmental Psychology/(3).S.

An advanced study of how developmental processes influence human behavior as evidenced by current development theories and current research findings. Special attention is devoted to these processes as they related to school settings.

6900. Internship/(4-6).F;S.

Internships are required for students in the Clinical, School and Rehabilitation programs and are an option for students in the Industrial/Organizational program. The requirements are listed below. Graded on S/U basis.

Clinical/(6).F;S.

Six months full-time placement in a mental health setting under professional supervision; to include experience with psychological evaluation, individual and group psychotherapy and behavior change, work with interdisciplinary team; consultation with community agencies and schools, and work in institutional settings. Prerequisite: Approval of the director of the clinical or rehabilitation program. Graded on an S/U basis.

School/(6).F;S.

Placement in a school setting under professional supervision; to include experience with psychological evaluation, individual and group counseling, behavior change strategies, work with interdisciplinary team, consultation with community agencies. Graded on S/U basis.

Rehabilitation (General)/(6).F;S.

Full-time placement in a public or private rehabilitation setting. Students complete 600 hours of work under the supervision of a CRC. The experience covers the full range of rehabilitation services including case finding, processing referrals, completing client studies, comprehensive planning of service delivery, case management, job development, placement, follow-up, and consultation. Graded on S/U basis.

Health Psychology/(4).F;S.

The Health Psychology internship is a full semester 60 hour internship. It may be done in a hospital setting, physician's office, clinic or other appropriate setting. Students will develop skills in life style changes, pain control, situational counseling, management of eating disorders and other interventions related to health problems. Graded on S/U basis.

Industrial/Organizational/(4).F;S.

Placement in an applied setting in which students can gain experience in various aspects of human resource management and development. Students will develop skills in personnel selection and placement, performance appraisal, attitude measurement, motivation of employees, training and development of change within organizations. Graded on S/U basis.

Social Science

Ole Gade, Graduate Program Advisor

The Social Science graduate program leads to the Master of Arts with teaching preparation. The program is designed to add content material from the social science areas of political science, geography, sociology, anthropology, economics, and history. The social science degree program offers two concentration for the graduate student, one leading to secondary school certification and one designed for the community, junior, or technical college teacher. These concentrations are coordinated with the appropriate departments in the social sciences and in the College of Education.

The Master of Arts Degree in Social Science for Secondary School Teaching

Prerequisites: An undergraduate major in the teaching field; a North Carolina A Certificate or its equivalent in another state.

The Master of Arts degree with a multidisciplinary major in social science for secondary school teaching ("G" certificate) will allow an individual to teach in any or all of the social studies areas (Anthropology, Economics, Geography, History, Political Science, and Sociology), and, in North Carolina, be paid at the "G" level. The requirements are:

- 1. The following courses in education and psychology:
FDN 4560 Measurement and Assessment.....2
CI 5060 Curriculum Planning.....2
FDN 5840 Social and Philosophical Foundations of Education.....3
PSY 5555 Advanced Educational Psychology.....2
OR
PSY 5565 Adolescent Psychology
- 2. Twenty-seven to 28 hours in the social sciences. Two social sciences must be chosen for a concentration of at least nine semester hours in each. Courses available from the Social Science taken as the student's undergraduate-major or area of social science concentration may not be chosen as a concentration. Anthropology cannot be chosen as one of the two social sciences for concentration. Students must take courses in at least four of the listed social sciences.

The following courses are available for this degree:

- Anthropology: 4565
- Economics: 5530 and 5160, and one additional course numbered 4500 or higher with the approval of student's graduate advisor
- Geography: 5100, 5110, 5130
- History: 5106, 5206, and 5208, and one additional course numbered 4500 or higher with the approval of student's graduate advisor
- Political Science: 5030, 5120, 5240
- Sociology: 5020, 5350, and 4560 or 4750

- 3. A written and/or oral comprehensive examination, to be administered by the student's advisory committee.

The Master of Arts Degree in Social Science for Community, Junior and Technical College Teaching

Prerequisite: An undergraduate major in the teaching field.

The Master of Arts degree with a multidisciplinary major in social science for community, junior and technical college teaching requires a minimum of 36 semester hours of course work, including:

- 1. The following courses in education:
LHE 5420 Community, Junior and Technical Colleges.....3
LHE 5440 Instruction in Post-Secondary Institutions.....3
OR
LHE 5630 The Adult Learner.....3

2. At least 27 hours in the social sciences. Two social sciences must be chosen for a concentration of at least nine semester hours in each. Courses available from the Social Science taken as the student's undergraduate major or area of social science concentration may not be chosen as a concentration. Anthropology cannot be chosen as one of the two social sciences for concentration. Students must take courses in at least four of the social sciences listed below.

The following courses are available for this degree:

- | | |
|--------------------|---|
| Anthropology: | 4 5 6 5 |
| Economics: | 5530 and 5160, and one additional course numbered 4500 or higher with the approval of student's graduate advisor |
| Geography: | 5100, 5110, 5130 |
| History: | 5106, 5206, and 5208, and one additional course numbered 4500 or higher with the approval of student's graduate advisor |
| Political Science: | 5030, 5120, 5240 |
| Sociology: | 5020, 5350, and 4560 or 4750 |

3. A written and/or oral comprehensive examination, to be administered by the student's advisory committee.

Department of Sociology and Social Work

Acting Chairperson: Sawyer

Graduate Faculty: Denton, Funk, Gross, Hall, Hughes, Keeter, Logan, Milano, Neale, Page, Rienerth, Sawyer, Turner, Wise

The sociology graduate program leads to a Master of Arts degree designed to take into account the needs of students who expect to enter positions immediately following completion of the program as well as those who intend to continue their graduate education in sociology or a related field. The Department of Sociology offers three graduate majors leading to the Master of Arts Degree. These include a Master of Arts Degree (without teacher certification) with a major in Sociology; a Master of Arts Degree with a major in Sociology Education and a concentration in community, junior, or technical college teaching; and a Master of Arts Degree with a major in Social Science education and a concentration in Sociology. Each program normally requires 30 semester hours with a thesis or 36 hours without a thesis. Of these hours, 24 to 27 credits must come from sociology offerings and the remaining 9 to 12 must come from related areas. Core courses include SOC 5000 (Research Problems), SOC 5200 (Contemporary Theory) and SOC 5990 (Independent Research Study). Students participating in a sociology program leading to the Master of Arts degree gain an understanding of the workings of various social structures and how they affect human life, knowledge of issues pertinent to the discipline and society in general and specific analytical skills related to research development, data gathering, analysis and interpretation.

Master of Arts in Sociology

Prerequisites: Undergraduate major or minor in sociology and the equivalent of SOC 3885 (Research Methods I), SOC 4885 (Research Methods II) and SOC 3950 (Sociological Theory). Students who are deficient in meeting one or more undergraduate prerequisites must take the equivalent courses prior to the awarding of the Master of Arts degree.

Required Courses:

SOC	5000	Research Problems.....	3
SOC	5025	Advanced General Sociology.....	3
SOC	5200	Contemporary Social Theory.....	3
SOC	5990	Independent Research Study.....	3
Electives in Sociology (including up to 6 credit thesis option).....			9-15
Approved Electives outside Sociology.....			9-12

Foreign Language: The foreign language requirement is optional for majors in sociology. For those students who do not choose the foreign language option, demonstrated competence in statistics and/or computer science (subject to departmental approval) may serve in lieu of the language requirement. Normally demonstrated competence results from successful completion of a course in statistics and/or computer science above the introductory level.

Thesis (optional):

SOC	5999	6
-----	------	-------	---

Comprehensives: All students are required to take a comprehensive examination including sections on theory, research methodology and general sociology. Normally this examination is written and taken during the semester prior to a student's expected graduation date.

Master of Arts in Community, Junior and Technical College Teaching

Prerequisites: Undergraduate major or minor in sociology and the equivalent of SOC 3885 (Research Methods I), SOC 4885 (Research Methods II) and SOC 3950 (Sociological Theory). Students who are deficient in meeting one or more undergraduate prerequisites must take the equivalent courses prior to the awarding of the Master of Arts degree.

Requirements:

Major Courses:

SOC	5000	Research Problems.....	3
SOC	5025	Advanced General Sociology.....	3
SOC	5200	Contemporary Social Theory.....	3
SOC	5990	Independent Research Study.....	3
Electives in Sociology.....			12-18

Minor:

LHE	5420	The Community/Junior College and the Technical Institute.....	3
LHE	5440	Instruction in Post-Secondary Institutions.....	2-3
LHE	5630	The Adult Learner	
		OR	
LHE	6900	Internship/Field Experience.....	2-3
Minor	electives	4-8

Foreign Language: None required, however, SOC 4885 (Research Methods II) or another advanced methods course is required as part of the core requirements.

Thesis (optional):

SOC	5999	6
-----	------	-------	---

Comprehensives: All students are required to take a comprehensive examination including sections on theory, research methodology and general sociology. Normally this examination is written and taken during the semester prior to a student's expected graduation date.

A Master of Arts Degree in Social Science Education with a minor in Sociology is offered through the Social Science graduate program. For more information consult the appropriate pages of the *Graduate Bulletin*.

Sociology Specialization for Professional Educators

Two graduate programs leading to the Master of Arts and Educational Specialist's Degree in Higher Education provide for an academic concentration in sociology. Specific requirements in these programs are worked out jointly by the Department of Sociology and the appropriate department in the College of Education.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

*Senior/Graduate Courses***4560. Race and Minority Relations/(3).**

Examination of intergroup relations, including racial, ethnic, and women's issues; the bases of conflict, accommodation, and assimilation; the nature and consequences of prejudice and discrimination; evaluation of proposals for reduction or elimination of prejudice and discrimination.

4570. The Addictive Process/(3).

An examination of sociological and psychological contributants to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. Prerequisite: Sociology 1000 or permission of instructor.

4600. Political Sociology/(3).

An analysis of the social influences on political behavior, the relationship between political and other institutions, the uses and abuses of political power.

4750. Social Stratification/(3).

A study of the distribution of wealth, power, privilege, and prestige. The course examines conservative, liberal, and radical explanations of human inequality. Cross-cultural and comparative analysis is used to focus on various problems of inequality and their consequences.

4800. Sociology of the Family/(3).

The origin and development of the family as a social institution; the contemporary family in various cultures; the relationship of the family to the economic, political, religious, and educational institutions in American society.

4885. Research Methods II/(3).

Data preparation and analysis, computer applications, presentation and interpretation of findings. Required of majors. Prerequisite: Sociology 3885 or permission of instructor.

*Graduate Courses***5000. Research Problems/(3).****5025. Advanced General Sociology/(3).F.**

Systematic survey and critical analysis of selected sociological concepts and theories. Required of all graduate students in sociology.

5030. Sociology of Adult Development and Aging/(3).

A sociological approach to the study of the stages of adult life. This will include current theory and research on the processes of development and age-related changes during the adult years.

5080. Urban Environment and the Individual/(3).

This course is devoted to an examination of relations between the individual and the urban environment. It is an attempt to present the urban environment as a frame of reference in which to understand the individual within the home, the neighborhood, the community, and other aspects of his/her social environment. Specific problem areas will be suggested with an opportunity for the students to explore those areas of practical interest for them.

5150. Programs and Services for the Aged/(3).

An analysis and evaluation of the national, state, and local programs and services for the aged, and of the policies which the programs are intended to implement.

5200. Contemporary Sociological Theory/(3).

A review and assessment of the works of leading contemporary sociologists with critical analysis centering around the nature of sociological explanation.

5270. Complex Organizations/(3).

An examination of theories of large scale organizations with a substantive, comparative analysis of types of organization such as bureaucratic, prison, hospital, industrial, scientific, and voluntary organizations. Offered alternate years.

5350. Contemporary Social Issues/(3).

A critical analysis of some of the major social issues in American society. Emphasis will be placed upon the theoretical and empirical implications of social attitudes toward the explanation, treatment, and public policy decisions related to these issues.

5500. Independent Study/(1-4).**5530-5549. Selected Topics/(1-3). On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the sociology curriculum. May be repeated for credit when content does not duplicate.

5900. Field Experience: Internship (variable credit/F;S;SS).

Supervised placement in a setting which provides an opportunity to observe and practice sociological skills. Graded on an S/U basis.

5990. Independent Research Study/(3).

An application of research methodology, research organization, and reporting of research. Required of all graduate students prior to their completion of the thesis or non-thesis options.

5999. Thesis/(6).

Graded on S/U basis only.

Department of Technology

Chairperson: Land

Graduate Faculty: Banzhaf, Estepp, Graham, Land, Rapp, Scanlin, Wey

The Department of Technology provides programs in the study of technology. The curriculum consists of courses in a variety of technical areas including: manufacturing, communications, appropriate technology, computer applications, electronics, and construction. The student has the opportunity to develop technical skills in these areas. Skills and experiences gained in these areas are related to professional development in the students selected field of endeavor.

The Department of Technology curriculum includes knowledge, concepts, and experiences which help the student interpret and manage the requirements of the technological society of the future. The programs aim is to provide the student with the necessary background to understand and effectively manage the systems and products of technology.

Required Courses:

General Requirements:	FDN 5000.....	3
TEC Requirements:	TEC 5119.....	3
	TEC 5129.....	3
	TEC 5670.....	1
	TEC 5570.....	3

The remaining TEC courses are to be selected by the student, in consultation with his/her committee.

Note: No more than 12 semester hours of TEC graduate courses may be taken below 5000 level.

Program Options: Two options

Non-Thesis: The non-thesis program requires 36 semester hours; 24 hours must be TEC courses.

Thesis: The thesis program requires 30 semester hours; 26 hours of graduate course work and four hours for thesis credit.

Concentrations: Three concentrations

Master of Arts in Industrial Education, Secondary School Teaching

A concentration in secondary school teaching will lead to "G" teacher certification if a teaching certificate is held. Specific course requirements in addition to the general and TEC requirements are:

FDN 4560.....	2
FDN 5840.....	3
CI 5060.....	2-3
PSY 5555 or PSY 5565.....	2-3
Total hours required:.....	9-11

Prerequisite: Undergraduate degree in Industrial Education and Technology or undergraduate course competencies in the field. Course competencies may be achieved by: 1) taking and passing the undergraduate courses at Appalachian, 2) receiving credit by examination, 3) transferring equivalent work from another school, 4) the acceptance of equivalent work (technical school, military, etc.) by the professor responsible in the area.

Master of Arts in Industrial Education, Community, Junior and Technical College Teaching

This concentration will not result in "G" certification. Specific course requirements in addition to the general and TEC requirements are:

LHE 5420.....	3
LHE 5440.....	3
OR	
LHE 5630 (3) or 5900 (2-8)	
Total hours required:.....	5-10

Prerequisite: baccalaureate level competencies in the technical area(s) in which they plan to concentrate at the masters level. Prerequisite courses will be determined on an individual basis.

Master of Arts in Industrial Technology

This is a non-teaching degree program. In this program the student must choose an approved minor from another department for which he/she meets the prerequisite requirements. Suggestions are in physics, business, sciences, mathematics, and psychology. Specific course requirements in addition to the general and TEC requirements will be determined by the department granting the minor.

Prerequisite: Same as for the Master of Arts in Industrial Education, Community, Junior and Technical College Teaching

Requirement for Admission to Candidacy

1. Completed satisfactorily FDN 5000
2. Completed 8 semester hours of graduate course work with at least a 3.00 average
3. Have completed an approved program of study which is filed with an advisor
4. For students pursuing the Master of Arts, Secondary School Teaching; take the NTE common area

Note: Independent or individual study courses are not to be taken before admission to candidacy is completed.

Comprehensive exam:

An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for a degree. The comprehensive must be scheduled during the last one-third of the residence period and at least 14 calendar days prior to the date the candidate receives the degree.

Education Specialist in Higher Education with a concentration in Industrial Education and Technology
Requirements include a core of nine semester hours plus a research component. The core requirements are:

LHE 6331.....	3
LHE 6650	3
FDN 6861.....	3

The remaining courses will be structured by the student in consultation with his/her graduate committee.

(For a description of the course abbreviations used in the following list of courses, see page 50.)

Senior/Graduate Courses

4551. Computer Aided Graphical Displays/(3).F;S.

Introduction to the underlying concepts, mathematics and generalization techniques for two and three dimensional graphics with the microcomputers. Two hours lecture, two hours lab. Prerequisites: TEC 1001, TEC 2803 or equivalent.

4552. Printing Estimating/(2).F.

The study of the many facets of a printing estimator including estimating paper, ink, art work, copy preparation, copyfitting, composition, photocopy, image assembly, platemaking, presswork, binding and finishing. Also included is the marketing analysis of the pricing procedure and production standards. Lecture two hours.

4553. Research in Modern Electronics/(2).F;S;SS.

Individual problems in modern electronics to be determined by need, experience, and interest. Lecture one hour, laboratory two hours. Prerequisite: TEC 3023.

4555. Contemporary Industrial Finishing/(2).On Demand.

Care and maintenance of finishing equipment; selection and use of spray equipment; preparation of the surface to be finished, staining and filling undercoating, top coating, oil finishes, application of simple and synthetic finishes. Lecture one hour, laboratory two hours. Prerequisite: TEC 2005.

4557. Manufacturing Production Techniques/(3).S.

The design, development, and mass production of a manufactured product. To include market survey, design selection, prototype construction, development of jigs and fixtures, implementation of process planning and control systems, and the actual production of a product. Lecture one hour, laboratory four hours. Prerequisite: TEC 4407 or permission of the instructor.

4560. Problems and Processes of Industrial Arts and Technical Education/(1-2).F;S;SS.I

Individual research on problems determined by the student's need.

4562. Paper and Printing Substrates/(2).S.

This course is designed to provide the student with an understanding of how printing substrates are produced, the many different types and for what purpose they have been designed. Lecture two hours.

4563. Computer Programming and Instrumentation/(3).F.

A study of computer application and programming concepts utilizing the BASIC and PASCAL languages. Elementary skills in user-written programs will be developed as well as an understanding of the use and application for manufacturer supplied software. Lecture two hours, laboratory two hours. Prerequisite: TEC 4023 or equivalent.

4564. Introduction to Metallurgy/(3).F of even years.

Study of ferrous and non-ferrous metals and their alloys, physical characteristics, phase diagrams, relation of properties to micro-structure. Lecture three hours, laboratory arranged.

4565. Applied Furniture Design and Construction/(4).S.

The study of traditional and contemporary furniture, and its importance, design, and construction procedures. The student may design and construct a piece of traditional or contemporary furniture. Lecture two hours, laboratory four hours. Prerequisite: TEC 3025.

4572. Printing Production Management/(3).S.

Practical management techniques and experience in the areas of sales, finance and high, middle, and lower level personnel management in an active printing production facility. This course will be taught concurrently with TEC 2012 Production Techniques in Graphic Arts. Lecture one hour, laboratory four hours. Prerequisite: TEC 2012.

4576. Production Techniques in Industrial Crafts/(3).F.

An analysis of functional design and production methods used in industrial crafts. Individual projects designed to employ various technical and mechanical methods of production to leather, ceramic, metals and combination of these craft materials. Lecture two hours, lab two hours. Prerequisites: TEC 2106, 2116, 2126 or permission of instructor.

4582. Industrial Photo-Lithography/(3).F;S;SS.

Advanced studies in cold-type composition (both photographic and mechanical) and offset press operation. A major emphasis is the area of industrial photography up to four color separation and printing; auxiliary areas are the use of test equipment for negatives, plates, and the technology of paper and its uses in the industrial scheme. Lecture one hour, laboratory four hours. Prerequisite: TEC 1002.

4583. Microprocessor Technology/(3).S.

A detailed study of the architecture of the microprocessor and microcomputer. The course will include computation, machine representation of information, storage structure, buses, input/output, interfacing, peripheral devices, and instruction sets. Theory to be reinforced by hands on experience. Lecture two hours, laboratory two hours. Prerequisite: TEC 4023 or equivalent.

4592. Advanced Screen Process Printing/(3)F;S;SS.

Advanced laboratory practice in transfer and direct photographic screen printing with emphasis on multicolor printing, cylinder printing and finishing techniques. Lecture one hour, laboratory four hours. Prerequisite: TEC 3012.

4596. Design and Material Development for Industrial Crafts/(3).F.

An analysis of the development processing and finishing techniques used for ceramics, leather, and non-metal materials. Emphasis is on exploratory problems and the application of these materials to the design of industrial craft products. Lecture two hours, lab two hours. Prerequisites: TEC 2106, 2116, 2126 or permission of the instructor.

4601. Advanced Technical Illustration/(3).F.

Indepth exploration in technical illustration and sketching. Included will be freehand and template isometric drawing. Units will include: layout and construction methods, perspective, airbrush applications, and finished illustrations. Lecture two hours, laboratory two hours. Prerequisite: TEC 2001 or equivalent.

4609. Introduction to Vocational and Industrial Education/(3).F.

Vocational and industrial education in the modern school and how they affect general education. Historical and legal impacts and development. Organization for effectiveness in public education. Lecture three hours.

4611. Product Design/(3).S.

The design and development phases in producing manufactured products. Problem identification, preliminary ideation, design refinement, drafting standards and communication will be included for all units. Units include: feasibility studies, material and processes, anthropometric data, engineering psychology, model testing and analysis, decision processes and economics. Prerequisite: TEC 2011 or permission of instructor. Lecture two hours, lab two hours.

4619. Curriculum Development in Vocational and Industrial Education/(3).S.

Procedures for identifying and developing curricular materials for vocational and industrial education. Techniques of revising existing curriculum to satisfy current or emerging technology. Sources and resources used in developing valid curriculum. Lecture three hours.

4628. Solar Energy Technology/(3).F.

This course is designed to provide students with an opportunity to apply the basic principles and concepts of using the sun's energy. Students will develop skills in the use of tools, materials, and processes which effectively and efficiently capture and use the sun's energy. Contemporary trends in Energy management/conservation and solar technology will be discussed. Lecture one hour, laboratory four hours. Prerequisites: 3418 or permission of the instructor.

4629. Safety and Management in Vocational and Industrial Education/(3).F;SS.

Industrial management, safety and maintenance and their effect on vocational and industrial education. Organization for effective and safe maintenance of an occupational laboratory within the confines of OSHA and local regulatory mandates. Lecture three hours.

4638. Contemporary Problems in Appropriate Technology/(3).S.

This course is designed to provide students with an overview of contemporary problems facing the Appropriate Technology movement such as affordable and efficient alternative energy systems, small scale production systems, waste management and recycling, bioregional development, community and shelter design and technology transfer methodology. Each student will have the opportunity to explore in-depth a problem of their chosen and will be given guidance in the identification, definition and analysis of their chosen problem. Both library research and prototype or model construction will be required. Lecture three hours. Prerequisite: 3408 or permission of the instructor.

4639. Vocational and Industrial Student Organization/(3).S.

Vocational student club organization and management. Leadership training through student organization. Lecture three hours.

4649. Cooperative Vocational and Industrial Education/(3).S;SS.

Organization and administration of a cooperative program for vocational or interdisciplinary areas. Included are locating and maintaining training stations and developing training plans. Lecture three hours.

4900. Internship/(3-12).F;S;SS.

Graded on S/U basis.

*Graduate Courses***5002. Photo-Offset Lithography/(3).On Demand.**

Individual problems in the advanced phases of industrial photography, film and lithographic plate preparation, cold-type composition, and offset press techniques. Lecture one hour, laboratory four hours. Prerequisite: TEC 4582.

5004. Machine Design and Construction/(3).S.

The study of the machine design system, to include kinematics, simple machines, machine components, and strength of materials factors which effect the design and construction of machines. Lecture two hours, laboratory two hours. Prerequisite: TEC 2004 or equivalent.

5005. Specialty Woodworking/(4).On Demand.

Wood carving on flat, turned, and curved surfaces. Inlaying and marquetry with synthetic and natural woods. Veneering flat and curved surfaces. Laminating with wood veneer, both flat and curved. The design and construction of jigs and fixtures for machines commonly found in industrial education shops. The use of common school shop machines for production by adapting the jobs and fixtures and special cutters. Design of projects using the above. Lecture two hours, laboratory four hours. Prerequisite: TEC 4565.

5011. Industrial Illustration/(3).On Demand.

Freehand and template axonometric drawing. Units to include: layout and construction methods; perspective and isometric drawings; air brush and shading techniques. Lecture two hours, laboratory two hours. Prerequisite: permission of instructor.

5012. Problems in Screen Process Printing (3).On Demand.

Individual problems in the advanced phases of silk screening multicolor on various media using photographic techniques and other current technology. Lecture one hour, laboratory four hours. Prerequisite: TEC 4592.

5021. Advanced Industrial Design/(3).On Demand.

Problems in industrial design with emphasis on research, development and experimentation. The design process will include problem identification, collection of information, idea generation, analysis and testing, design refinement, design finalization and implementation. Prerequisite: TEC 2011 or permission of instructor. Lecture two hours, laboratory two hours.

5106. Problems in Industrial Crafts/(3).On Demand.

Individual problems in the advanced phases of industrial craft design, production and finishing. Lecture one hour, laboratory four hours. Prerequisites: TEC 4576 or permission of instructor.

5119. Supervision in Applying Technology/(3).F.

The study of effective utilization of human resources in a technological environment. Lecture/Seminar.

5129. Facility Planning and Control/(3).S.

The study of planning and controlling facilities for a technological environment.

5500. Independent Study/(1-4).F;S;SS.

Approved contract required.

5530-5549. Selected Topics/(1-3).On Demand.

5560. Special Problems in Industrial Education/(1-2).F;S;SS.

Individual research. Areas to be determined by need, background, and interest. Prerequisite: Must have been admitted to candidacy.

5570. Skill Development in Major Area/(3).F;S;SS.

Individual or group work in area competence. Technique and process in the craftsmanship of the transformation of materials. Prerequisite: Must have been admitted to candidacy.

5670. Seminar/(1).F;S.

Required of all graduate students. Students will attend all departmental seminars while enrolled as full time students. Presentation of a research topics or project is required of all graduate students. Credit is earned during semester of students presentation.

5900. Internship/(3-6).F;S;SS.

A guided practical experience in an industrial or business setting. No more than three hours can be applied to a graduate program of studies. Graded on S/U basis.

5909. Computer Uses for Industrial Research and Development/(3).F.

A seminar/laboratory course with a common core of technical experiences and topics related to computer applications. Designed to allow for research and development activities as well as individual experimentations within the specific needs of an individual students. Two-hour seminar and two-hour laboratory. Prerequisite: TEC 1001 and 2803 or equivalents.

5999. Thesis/(3).F;S.

Graded on S/U basis only.

Index

- Abbreviations, for courses, 50
- Academic Calendar, inside front cover
- Academic Load, 51
- Accounting, Department of, 62
- Accreditation of University, 23
- Admission to the University, 35
 - Admission Procedure, 35
 - Admission Status
 - Regular, 36
 - Special Students, 36
 - Auditors, 36
 - International Students, 37
- Readmission, 37
- Admission to Candidacy, 43
- Advisement, Academic, 43
- Agency Counselor, 123
- Anthropology, Department of, 65
- Appalachian Studies, 66
- Art, Department of, 68
- Athletic Coaching, 112
- Attendance Requirements, 51
- Audiovisual Specialist, 82
- Auditing a Course, 36
- Banking Services on Campus, 30
- Biology, Department of, 73
- Bookstore, 30
- Broyhill Inn & Conference Center, 33
- Business Administration, 77
- Business Education (see Department of Curriculum and Instruction)
- Campus, Location and Description of, 26
- Candidacy for degree, 43
- Career Development, 30
- Catalog Choice for Graduation, 49
- Certificate of Advanced Study, 48
- Change of Course, 51
- Change of Major, 52
- Chemistry, Department of, 79
- Clinical Psychology, 179
- Commencement, 48
- Communication Disorders (see Department of Language, Reading & Exceptionalities), 132
- Community Education, 145
- Community Planning, 106
- Complementary Education, 30
- Comprehensive Clinic, 30
- Computer and Management Services, 32
- Computer Science (see Department of Mathematical Sciences)
- Conferences & Institutes,
 - Office of, 33
- Continuing Education, Division of, 33
- Continuing Education Unit (CEU), 34
- Counseling and Psychological Services, 29
- Course and Grade Policies, 50
- Course Loads, 51
- Course Numbering, 50
- Credit by Examination, 53
- Credit, Transfer of, 53
- Criminal Justice Program
 - (see Dept. of Political Science/ Criminal Justice)
- Curriculum and Instruction,
 - Department of, 81
- Decision Sciences, Department of, 93
- Degree Requirements, 43
 - Admission to Candidacy, 43
 - Application for Degree, 48
- Economics, Department of, 95
- Educational Administration, 144
- Educational Foundations, 154
- Educational Specialist Degree, 47
- Educational Supervision, 83
- Emotional Disturbance (see Department of Language, Reading & Exceptionalities)
- Employment, Student, 42
- English, Department of, 97
- Expenses (see Tuition and Fees)
- Extension Instruction, 34
- Faculty, Listing of, 9
- Fees (see Tuition and Fees)
- Field-Based Program, 48
- Finance, Insurance and Real Estate, Department of, 101
- Financial Aid, 38
 - Assistantships and Fellowships, 41
 - Student Employment Programs, 42
 - Student Loans, 42
 - Veterans, 41
- Food Services, 26
- Foreign Languages and Literatures,
 - Department of, 103
- Foundations, 154
- French (see Department of Foreign Languages and Literatures)
- General-Theoretical Psychology, 179
- Geography and Planning,
 - Department of, 106
- Geology, Department of, 109
- Gerontology, 110
- Grades, 52
- Grading System, 52
 - Repeat Rule, 52
 - Changing Grades, 52
- Graduate Council, 9
- Graduate Faculty, 9
- Graduation, Requirements for, 44
- Health Education, Physical Education and Leisure Studies,
 - Department of, 112
- Higher Education, 144
- History, Department of, 119
- Housing and Food Services, 26

- Human Development and Psychological
Counseling, Department of, 122
Independent and Individual Study, 53
Instructional Program, 49
Infant/Preschool Handicapped (see Department
of Language, Reading & Exceptionalities)
Insurance For Students, 27
International Studies, 31
Language Proficiency requirements, 46
Language, Reading, and Exceptionalities,
Department of, 132
Laundry Service, 27
Leadership and Higher Education,
Department of, 144
Learning Disabilities (see Department of
Language, Reading & Exceptionalities)
Learning Resources, 31
Belk Library, 31
Faculty Development and Instructional
Services Center, 31
Library, (see Learning Resources)
Library Science and Educational
Foundations, Department of, 154

Management, Department of, 161
Marketing, Department of, 163
Master of Arts
Requirements for, 44
Master of Business Administration
Requirements for, 47
Master of Music
Requirements for, 47
Master of Science
Requirements for, 46
Mathematical Science, Department of, 164
Medical Services for Students, 27
Mental Retardation (see Department of
Language, Reading & Exceptionalities)
Minors, 46
Music, School of, 168

North Carolina, The University of, 24

Out-of-date credit (see Time Limit)

Philosophy and Religion, Department of, 171
Physical Education (see Department of
Health Education, Physical Education
and Leisure Studies)
Physics, Department of, 172
Placement, 30
Planning, 106
Political Science and Criminal Justice,
Department of, 174
Postal Services, 30
Proficiency requirements, 45
Psychology, Department of, 179

Reading Education (see Department of
Language, Reading & Exceptionalities)
Readmission, 37
Register, The, 4
Registration, 51
Release of Student Information, 53
Religion, Courses in, (see Department
of Philosophy and Religion)
Residency Requirements for Tuition
Purposes, 39

School Counselor, 124
School Psychology (see Department of
Psychology)
Science Specialist, 73
Second Master's Degree, 47
Services, University, 26
Severe/Profound Handicaps (see Department of
Language, Reading & Exceptionalities)
Social Science, 186
Sociology and Social Work,
Department of, 188
Spanish (see Foreign Languages &
Literatures)
Special Education (see Department of
Language, Reading & Exceptionalities)
Specialist in Science, 73
Specialist in Education Degree (see Department
of Leadership & Higher Education)
Standards of Scholarship, 49
Student Life and Student Services
Counseling, 29
Cultural Opportunities, 30
Division of Complementary Education, 30
Food Services, 26
Housing, 26
Insurance, 27
Laundry Service, 27
Medical Services, 27
Placement Office, 30
Student Employment Service, 42
Summer Sessions, 32
Suspension of Students, 51

Teaching-Parent Specialty (see Department of
Language, Reading & Exceptionalities)
Technology, Department of, 191
Textbooks, 30
Time limit, 53
Transfer Credit, 53
Transcripts, 53
Trustees, 6
Tuition, Fees and Expenses, 38
In-State Students, 38
Foreign Students, 37
Out-of-State Students, 38
Part-time Students, 38

Field-Based Students, 48
Senior Citizens, 41
Refund of Tuition, 39

University, The, 25

Validation of credit (see Time
limit)

Veterans

Financial Aid, 41

Vocational Rehabilitation

Psychology, 180

Withdrawal from the University, 51

NOTES

NOTES

NOTES

APPALACHIAN STATE UNIVERSITY CORRESPONDENCE DIRECTORY

For prompt attention, inquiries should be directed to the following:

ALUMNI AFFAIRS

Barbara Poovey, *Director of Alumni Affairs*

FACULTY APPOINTMENTS

Harvey R. Durham, *Provost and Vice Chancellor for Academic Affairs*

GRADUATE ADMISSIONS, CURRICULUM, REQUIREMENTS, SCHOLARSHIPS

Joyce V. Lawrence, *Dean of Graduate Studies and Research*

INSTRUCTIONAL PROGRAMS

Harvey R. Durham, *Provost and Vice Chancellor for Academic Affairs*

LIBRARY

Richard I. Barker, *University Librarian*

PLACEMENT

David Ball, *Director of Career Planning and Employment*

PUBLIC AFFAIRS

Robert E. Snead, *Vice Chancellor for Development and Public Affairs*

RECORDS, CERTIFICATION REQUIREMENTS, CURRICULUM REQUIREMENTS AND ALL TRANSCRIPTS

A. Brooks McLeod, *Registrar*

RESEARCH AND GRANTS

Joyce V. Lawrence, *Dean of Graduate Studies and Research*

RESIDENCE LIFE

Bobby L. Dunnigan, *Director of Residence Life*

VETERANS INFORMATION

Director of Financial Aid

SUMMER SCHOOL

R. Clinton Parker, *Director of Summer Sessions*

UNIVERSITY INFORMATION CENTER

(704) 262-2179

UNIVERSITY POLICY

John E. Thomas, *Chancellor*

